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ABSTRACT

Presented are specific guides concerning techniques for daily living which were developed by the child care staff at the Illinois Braille and Sight Saving School. The guides are designed for cottage parents of the children, who may have both visual and other handicaps, and show what daily living skills are necessary and appropriate for the children at various age levels of development. Explicit directions for teaching each individual skill are given, and the coverage of daily living skills is comprehensive. Skills in the following areas are detailed: personal needs (bathing and personal hygiene, dressing and undressing), good grooming and personal appearance, caring for personal belongings and maintaining a neat room, socializing, performing household chores, handling and eating foods, and dining out in public. (KW)

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TECHNIQUES FOR SKILL LEVING
CURRICULUM GUIDE

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Title I is one of several sections included in the Elementary and Secondary Education Act (Public Law 89-10) of 1965, passed by Congress on November 3, 1965. This is one of the first federal laws pertaining to the education of handicapped children.

The Illinois state plan for use of Title I funds supports projects for children in schools for the handicapped which are operated or supported by State agencies. The Office of the Superintendent of Public Instruction administers the provisions of this legislation including project approval, coordination, supervision, and evaluation as the State educational agency.

Through the use of Title I funds, the Illinois Braille and Sight Saving School has been able to initiate new programs, expand its special services program, as well as integrating child care and instructional programs for child care staff.

In keeping with these objectives, project approval was obtained for an in-service training program of three weeks' duration, lasting five days per week, during the month of August, 1970.

The purpose of the workshop was to develop specific curriculum guides for cottage parents showing what daily living skills are necessary for blind children at various age levels of development and how to teach them. The unique aspect of this portion of the workshop was that the

If college credits in education, and/or the direction of four curriculum guide specialists: Mrs. Lillian Vaubridge, Mr. Jim Rogers, Mr. Burt Lewis, and Mr. Michael Jacoby. Developed their own materials and wrote a curriculum guide, organizing instruction in daily living skills.

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Superintendent
Illinois Braille and
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INTRODUCTION:

The cottage program is based upon the need to acquaint the student with a friendly, realistic, home-like situation which has both motivational and educational aspects.

Participation in the program helps the student develop:

1. Social attitudes.
2. Understanding and tolerance.
3. Cooperation with others.
4. Basic homemaking skills.
5. Self-control.
6. Self-confidence.
7. Initiative-resourcefulness.
8. Safety practices.
9. Consumer knowledge.
10. Understanding of home and family.

Residence in a cottage provides:

1. Opportunity to become personally involved in a home-like situation.
2. Opportunity to learn skills and develop attitudes necessary for a satisfactory home life.
3. Provides a realistic application of habits, concepts and attitudes developed in the classroom.
4. An opportunity to correlate activities and learning experiences from residence halls, job situations, special education and religious education.

5. Experience in immediate and long-term success.
6. Motivation to learning and accomplishment.

SECTION CUT

CASING FOR PERSONAL NEEDS

PART ONE

BANKING AND PERSONAL FINANCE

I. TOILET TRAINING:

The special services unit's development of self-help skills in the blind or partially-sighted child would be the same as those for any other blind child. There needs to be very specific methods in teaching, often more repetition and exceptions made for other handicaps. Most of our children have handicaps other than visual. Our program includes: deaf-blind, mentally retarded, emotionally disturbed, physically impaired, non-verbal children who hear but do not speak.

A. Adults should observe child's toilet pattern.
   1. Notice if the child wets or soils clothing at any specific time.
   2. Notice if he is uncomfortable in wet or soiled clothing.
   3. Observe to see if child makes a sound, sign, or verbalizes at this time.

B. When child first enters cottage, let him explore the building, including bathroom.
   1. Encourage him to notice and investigate bathroom fixtures: toilet, sink, etc.

C. Try to establish toiletting at a regular and convenient time, for example: before and after breakfast or later, dependent upon observation of child's needs.

D. Be consistent in keeping with toilet routine, not only in time element but in procedure.
   1. Children like routine and sameness.
   2. It gives them a sense of safety and security to know what is expected of them.

E. Use two simple words that child understands for toileting. They may be something generally familiar or originated by the child.
   1. With the deaf-blind or non-verbal child use a sign, but also use speech with this type of child.

F. Provide a comfortable toilet arrangement.
   1. Use small portable chair if child has been introduced to one at home.
   2. A seat that fastens to the toilet seat is best.
   3. With physically handicapped child, exceptions must be made as is necessary to fit child's disability.

G. Do not leave child longer than ten minutes.
   1. Observe child, particularly if deaf-blind child.

H. Always change wet or soiled clothing.

I. Always take child to bathroom even if he has just wet or soiled clothing so that he might associate it with the appropriate place.

J. Use manageable clothing as training pants (no diapers).

1. With small children, particularly physically handicapped children, the boxer type jeans, trousers, short pants, and shorts are more suitable.

a. These pants are elasticized around the waist.

b. It is not necessary to work on buttons, snaps, and zippers at this point.

c. The child is encouraged to pull up and down pants with assistance, then by himself.

K. Let child accompany other children to bathroom so that he will realize that everyone uses it.

L. Accept accidents calmly.

M. Give child genuine approval when it is legitimate.

1. Withhold undue praise.

2. With deaf-blind child, pat on back and say good boy. Use speech and appropriate vocabulary.

N. Take child to bathroom when changing so that the association of his act might be associated with the appropriate place.

O. Encourage child to help in any way possible in changing clothing.

1. Have him assist as much as possible in taking off clothing.

2. The same is true in putting on clean clothing.
   a. At first, the adult will be doing most of the work, direct the child's hands.
3. This is the best time to start on washing hands and drying.

II. [illegible]:

A. Washing of hands.
   1. Place hands on knobs and turn hot and cold water on.
   2. Pick up soap from left side of sink.
      a. With soap in hand, rub hands together.
      b. Place soap back to left side of sink.
   3. Rub palms of hands together to work up lather.
      a. Put right palm on back of left hand and rub.
      b. Put left palm on back of right hand and rub.
   4. With water still running put hands in stream of water to rinse.
      a. Rub palms of hands together.
      b. Put right palm on back of left hand and rub.
      c. Put left palm on back of right hand and rub.
   5. Place hands on knobs and turn water off.
   6. Find towel to dry hands.
      a. Rub palms and backs of hands with towel until dry.

b. If paper towel, find wastebasket and discard.

c. If cloth towel, find towel rack and replace.

B. Washing of face.

1. Get towel and washcloth from proper place in room and go to bathroom.

2. Find sink and find stopper and place in drain.

3. Place hands on knobs and turn hot and cold water on.

a. Regulate water to desired temperature.

b. Fill sink with water until half full.

4. Put washcloth in water.

a. Fold washcloth in half and twist to rid of excess water.

b. Place washcloth, unfolded, in palm of one hand and with other hand pick up soap from left side of sink.

c. Dip soap in water to moisten and rub on washcloth.

d. Put soap back to left side of sink.

e. With washcloth in hand, wash cheeks in circular motion back to ears.

f. Wash forehead and eye area in circular motion up to hairline.

g. Wash nose, chin and mouth area in same motion.

5. Place washcloth in water to rinse free of soap.
   a. Fold washcloth in half and twist to rid of excess water.
   b. Rinse face in same manner as washing.
   c. Repeat until all soap is removed.
6. Lay washcloth on back of sink.
7. Remove stopper from drain and rinse sink.
8. Find towel to dry face.
   a. Dry face in same manner as washing and rinsing.
9. Return towel and washcloth to proper place in room.

III. FOR BATHING:

A. Recommendations.
   1. Adult should be aware of child's handicaps. Use appropriate vocabulary.
      a. If child is deaf-blind, use signs or manual spelling with speech.
   2. Remove clothing.
   3. Locate towel and wash cloth.
   4. Locate bathroom fixtures, bathing accessories.
      a. Allow child to explore and experiment with bathroom fixtures.
      b. Hang up towel. Set out soap.

B. Bathing procedure.
   1. Close drain.
   2. Turn water on. Adjust temperature.

3. Remove robe and slippers.
4. Fill to desired depth.
5. Place washcloth in tub.
6. Get in.
7. Locate soap. Wring out washcloth a little.
8. Rub soap on cloth vigorously.
9. Start with face. Soap in circular motions, avoiding eyes.
10. Soap entire body, giving extra care to axes, underarms, hands, feet and genital areas. Replace soap on dish or rack.
11. Rinse washcloth thoroughly. Rinse entire body, giving special emphasis to axes.
12. Open drain.
13. Step out of tub.
14. Locate towel. Rub body dry. Hang up towel.
15. Kneeling down, rinse out tub with cold water. Wring cloth. Hang washcloth on rack.
16. Put on robe and slippers.
17. Put towel and washcloth in place designated by cottage parent.

IV. BRUSHING BATHING:

A. Locate closet.

1. Remove clothing.
2. Put soiled clothing in laundry basket in closet.
3. Remove bathrobe from hook (in closet).

4. Put on bathrobe.
5. Locate towel and washcloth (in closet).
6. Close closet door.

B. Locate shower room.
1. Place towel and washcloth on rod in bathroom (if rods are available).
2. Remove bathrobe and place on rod in bathroom.
a. If first, let child examine or explore shower stall, under supervision of cottage parent.
b. Acquaint child with hot and cold water knobs with supervision.

C. Showering.
1. Obtain washcloth from rod.
2. Get into shower (after water has been regulated).
3. Locate soap (in stall).
4. Put soap in non-dominant hand.
5. Pick up cloth with dominant hand.

D. Teach proper washing procedure.
1. Wash face, neck; paying special attention to eyes and ears.
2. Wash chest, arms, underarms and stomach.
3. Wash back (with help of cottage parent, at first).
4. Wash legs and feet.
5. Wash genital areas.

T. Rinsing.

1. Stand under shower and rinse all parts of body well.

F. Teach child proper procedure in turning off water.

1. Teach child to turn hot water off first, (to the left) then the cold (also to the left).

G. Get out of shower stall.

1. Step onto rug placed in front of stall.

2. Locate towel from rod.

H. Drying.

1. Using both hands, wipe the face, neck, ears, chest, arms, underarms, stomach, back (with help), legs, feet, and genital areas.

2. Place towel and washcloth on rod.

I. Put on bathrobe. Pick up towel and cloth and go to room.

J. Be consistent with child; use proper vocabulary, according to child's handicap. Make sure child understands what is expected of him.

V. CARING FOR THE HAIR:

A. Washing.

1. Show the child how to extend the index finger (point).

2. Place the extended finger in the center of the washcloth that has been dipped in warm water and soap and rung out.

3. Place covered finger in the ear and using circular motions wash from the middle of the ear to the outside portion.
4. Remove finger and rinse cloth.
5. Using soapy cloth wash behind the ear proceeding from the top of the ear to the lobe. Scrub gently.
6. Rinse cloth, ring out, and rinse areas washed.
7. Use same procedure for both ears.

B. Recommendations.

1. Never clean the ears with pointed objects; do not use cotton swabs (Q-tips).
2. Accumulation of wax or the removing of foreign objects should be removed by a qualified person (nurse or doctor).

VI. CARING FOR NOSE:

A. Recommendations.

1. Always carry a handkerchief or tissues. (Tissues prove to be more sanitary for youngsters.)
2. Do not probe nostrils with foreign objects (i.e. fingers, Q-tips, etc.).
3. Do not pull or cut hair inside nose.

B. Blowing Nose.

1. Cover nose and mouth with tissue or handkerchief.

2. Blow both nostrils gently at the same time. (Quietly and discreetly)
3. Repeat the process as necessary.
4. Carefully wipe the outside of the nose until it is clean, using another tissue or clean part of handkerchief.
5. If using tissue, discard in nearest recepticle. If using handkerchief, fold carefully and replace in pocket.

VII. CARING FOR EYES:

A. To wash around eyes: Articles Needed: (1) Wash cloth (2) Towel (3) Warm water

1. Procedure.
   a. Take clean wash cloth and towel to bathroom.
   b. Use warm water in basin--do not use soap.
   c. Dip cloth in water and squeeze out excess water so that cloth is damp.
   d. Close eye gently.
   e. Start at the corner of the eye, nearest nose, wipe corner of eye, upper and lower lid and outer corner including cheek bone area. (It is important to wash from nose to direction of ear so as not to lodge matter near tear duct area.)
   f. Pat washed area gently with soft, clean towel.

B. Recommendations.

1. Keep objects, including fingers, out of eyes.
2. Be certain to keep the eyes clear of matter by wiping the surrounding area with a tissue when necessary.
3. Learn to take out prosthetic eyes, and to rinse and replace them. (This procedure will vary greatly with the individual.)
4. Learn to properly and safely clean eyeglasses, remember to wipe off frames.
5. Consult an ophthalmologist if any eye irritation is present.

VIII. USING DEODORANT:

A. Recommendations.

1. Remove or loosen clothing as necessary.
2. Make sure armpit area is clean and dry.
3. Apply deodorant.

B. Spray type.

1. Shake container, remove cap and place in familiar location.
2. Extend one arm vertically.
3. Find the hole in the nozzle head with index finger of free hand.
4. Hold can four to five inches away from skin.
5. Press firmly on the top of the nozzle directing spray at the armpit--cover all sections using two or three short sprays.

6. Repeat process with other arm.

7. Replace cap.

C. Roll-on type.

1. Shake container, remove top.

2. Extend one arm vertically.

3. Hold the bottle in the free hand and roll onto the skin with a circular motion, beginning at the top of the armpit and moving downward until the entire area is covered (2 or 3 seconds).

4. Repeat the process with the other arm.

5. Replace top securely.

D. Stick type.

1. Remove top of container.

2. Place container in one hand, with index finger horizontally along top edge approximately half the width of finger.

3. Push deodorant out until top of stick reaches middle of finger.

4. Apply in same manner as roll-on.

5. Repeat the process with other arm.

6. Replace top securely.

E. Cream type.

1. Remove top of jar or cap from tube.

2. Jar type.

a. Have the first three fingers of one hand

across the cream until there is enough cream to begin to spread.

3. Tube type.
   a. Place tube nozzle on index finger of free hand and squeeze gently across to ring finger.
4. Apply the cream using a circular motion of fingertips, beginning at the top of the armpit and moving downward until entire area is covered. (Rub in thoroughly)
5. Repeat the process with the other arm.
6. Replace top or cap.
7. Wash the hands to remove the excess cream from the fingers.

II. FEMININE HYGIENE:

A. General preparation for menstruation.

1. Menstruation is a normal, regular cycle of girls and women that may begin as early as nine years of age and may continue into the late fifties.
2. It consists of the discharge of blood, secretions, and tissue debris from the uterus that occurs in non-pregnant, child-bearing-age females at approximately monthly intervals. The period of discharge usually lasts from three to seven days, beginning about every twenty-eighth day.

3. The onset of menstruation is preceded or accompanied by noticeable changes in the female--development of breasts, activation of the sweat glands, growth of hair in the armpits and public area, etc.
4. There is no cause for alarm when menstruation begins for it is a completely normal and necessary bodily function.
5. During each period of menstrual flow, certain procedure should be followed to prevent embarrassment and discomfort.
   a. In order to absorb the fluid discharge, wear either sanitary napkins or tampons.
   b. Change the napkin or tampon frequently during the monthly flow to assure complete absorption.
   c. Practice good habits of self-care and cleanliness during menstruation, i.e. bathe frequently, use deodorants, know proper procedure for application and proper disposal of sanitary supplies after being used, take immediate care of stained clothing should an accident occur.
6. Adequate time for discussions and questions on the aspects of menstruation should be

available as the girls' maturity and interest require. While healthy discussion should be encouraged, attitudes of discretion should be built up, too, concerning the proper times and places for the necessary 'personal' conversations.

7. Girls should practice using the sanitary supplies before the onset of menstruation and between the menstrual periods until they can handle them comfortably and with confidence. Some girls may always need assistance at the time of menstruation. (Kits are available from the various sanitary supply manufacturers for personal instructions.)

B. Recognizing the approach of the menstrual flow.

1. The menstrual flow begins approximately every twenty-eight days. Thus, by keeping track of the date of the commencement of each flow, one can determine the approximate date of the start of the next flow.

2. Many periods are accompanied by back aches, headaches, or cramps. These should be warnings.

3. A red stain on underclothing would be an immediate sign.

4. Often, females feel heavier or swollen in the waist or lower abdomen area.

5. Girls who cannot see can recognize the beginning of the flow by wetness on underclothing or a secretion from the vagina.
6. Females may become depressed or feel more tired than usual.
7. Encourage each girl to develop techniques of recognition.

C. Sanitary supplies and their uses.

1. External care.

a. The sanitary napkin is a soft, absorbent, disposable pad used to absorb the monthly discharge.

b. A sanitary belt is a narrow elastic belt to hold the napkin firmly in place. It is worn around the waist next to the skin and has small hooks or fasteners on tabs in the front and back.

c. Sanitary pants or briefs are made of some type of underwear fabric with a moisture proof panel extending from back to front, and with hooks at the front and back to which a sanitary napkin may be attached.

d. The sanitary napkin may be easily applied.

(1) Attach the long end of the napkin to back fastener of the belt or a pair of sanitary pants. (If a belt or a

pair of sanitary briefs is not available, safety pins can be used to attach the napkin to regular pants temporarily.

(2) Attach the short end of the napkin to the front fastener.

(3) When the napkin is attached properly, the thick, absorbent part of the napkin fits between the legs when the belt is pulled up around the waist.

c. To dispose of the napkin, release the ends from the hooks of the belt or pants, roll the napkin with the moist side rolled in, wrap the napkin in toilet tissue and place it in a paper bag. Place it in the trash. (Never flush napkins down the toilet.)

f. Napkins should be changed at least every four hours, before retiring, and upon arising in the morning.

E. Internal care.

a. Should a girl express an interest in the internal care and method of the menstrual flow, she should consult her physician and/or her family before using this procedure.

b. Tampons are small, cylindrical, absorbent pads which are placed directly into the vagina to absorb the menstrual flow. They are made of surgical cotton and are kept in a special hygienic container-applicator until they are used.

c. A tampon is applied by inserting it into the vagina, the opening through which the menstrual fluids leave the body.

d. To dispose of the tampon, remove it from the vagina by grasping the string which hangs free if the tampon has been inserted correctly. Once the tampon has been removed, dispose in same manner as sanitary napkin.

e. Tampons should be changed every four hours, before retiring and arising in the morning.

B. Personal tips.

1. There are several facts we should accept.

a. The fluid stains easily.

b. There is a definite odor.

c. Self-care during flow will take extra time and additional supplies to avoid embarrassment and discomfort.

d. Keep a calendar for exact date.

e. Use a deodorant powder on napkins.

f. Bath frequently and use body deodorant.

g. During the flow, if possible, wear dark colored skirts or dresses.

h. Avoid being chilled during the flow.

i. Learn good techniques that meet the needs for the individual.

j. Be clean, dainty and feminine.

X. SHAVING-GIRLS:

1. Electric razor for girls.

1. Remove the razor from its case and plug it into convenient electrical outlet.

2. Learn to turn the razor on and off and to operate the adjustment for legs and arms.

3. Use the following procedure to shave underarms.

a. Lift one arm and hold the razor head in the free hand against the skin. Moving the razor in circular motion until the entire area of the armpit has been covered.

b. Check with the fingers for any areas missed.

c. Repeat the above process for the other underarm.

d. Do not apply deodorant immediately after shaving.

4. Use the following procedure to shave legs.

a. With the razor head flat against the skin, begin at the ankles and shave upwards to the knee using circular motions. (In some

instances, one may want to shave the thigh depending on the darkness of hair and the articles of outer clothing to be worn.)

b. Check with fingers to locate the areas missed.

c. Repeat the above process for the other leg.

5. Turn off the razor and unplug it.

6. Clean the razor according to the instructions and return to its case.

7. Rinse out the basin of the sink.

B. Safety razor for girls.

1. See "A" and "C" under safety razor for boys.

2. Use following procedure to shave underarms.

a. Shake the shaving cream dispenser and squirt the shaving cream into the left hand and spread it amply with the fingertips of the right hand on the left armpit area.

b. Hold the left arm above the head and shave with short downward strokes, slanting the razor at a slight angle until the entire armpit area has been shaved. Rinse the razor when necessary to remove lather build-up.

c. Check with fingers for the areas missed and repeat the above process if necessary.

d. Repeat the process for the other underarm area.

e. Rinse excess lather from underarms and dry them.

f. Do not apply deodorant immediately after shaving.

g. When the blade becomes dull, place it in the dispenser slot, if available. If none is available, wrap the used blade in tissue and place it in the trash.

C. Use the following procedure to shave legs.

1. Apply shaving cream or soap lather to one leg.

2. Begin shaving at the ankle, using short upward strokes until the knee is reached. Proceed in a systematic fashion around the entire leg. Shave the thigh if desired.

3. Be especially careful around the ankle and knee areas as the bones protrude and the skin is easily nicked.

4. Rinse the razor periodically to remove lather build-up and rotate the sides of the blade if it is edged.

5. Using the free hand to check for areas missed. (Remaining lather could give an indication of the areas missed.)

6. Rinse the leg and dry it.
7. Repeat the above process for the other leg.
8. Apply body lotion if desired.
9. Check for cuts and nicks. Use a styptic pencil or a piece of tissue to stop any bleeding.

D. After shaving, wash the razor, wipe it dry, and put it in a safe place.

E. Rinse out the basin of the sink.

XI. SHAVING-BOYS:

A. Recommendation: Electric razor for boys.

B. Locate: 1. Electric razor.
2. Pre-shave lotion.
3. After shave lotion.

C. Procedure.

1. Put pre-shave lotion in palm of hand, rub palms together, and rub on face. (Avoid eyes and forehead areas.)
2. Remove razor from case and remove plastic blade protector.
3. Plug cord into razor, then plug razor electrical cord into electric outlet.
4. Locate off and on switch and familiarize oneself with operation of sideburn trimmer. (Procedure will vary according to razor model.) Turn on razor. Place razor in hand that is natural.

5. Trim sideburns.
   a. Extend the right arm over the top of head.
   b. Place the index and third fingers of the right hand side by side so that the tips form an even line where you desire the edge of the sideburn to be. (For the popular style, use the middle of the ear as a guide for the bottom edge of the sideburn.) Reverse the procedure for the other side.
   c. Place the sideburn trimmer on side edge of the razor up against the fingertips and pull the razor downward.
   d. Check with the fingers to see if the sideburn has a sharp, even edge. (If it does not, repeat the process.)
   e. Trim the other sideburn, using the same process.
   f. As an alternate method, use the index finger as a guide by extending it horizontally from the middle of the ear to form a straight guideline.
6. Shave face.
   a. Use circular motions, covering a small area at a time, with the razor flat against the face. Use gentle pressure for shaving around skin irritations, acne, etc.

b. Begin with the cheek area on one side, move slowly downward, continue around the mouth and chin and then complete the other side of the face. (With free hand stretch skin on face to provide path for razor.)

c. To shave under the jaw, move the razor in an upward direction, going from the base of the neck to the tip of the chin. (To stretch neck area--tilt head back.)

d. With the fingers of the free hand, check the face for areas missed and shave them.

e. Turn the razor off and unplug from electrical outlet.

7. Clean the razor according to the instructions, replace plastic head protector, and place razor and cord back into case.

8. Wipe the face with a soft towel to remove loose hair.

9. Apply after shave lotion by pouring some into the free hand, rubbing both hands together, and then patting the face and neck with the hands. (Avoid eyes.)

XII. SAFETY RAZOR FOR BOYS:

A. Procedure.

1. When first learning to shave with a safety razor, practice the procedures below without putting a blade into the razor.
2. Learn to load the razor with the blade, according to the type razor (regular, cartridges, or injector).
3. Become familiar with the touch control, if one is present, and determine the setting best suited for the coarseness of the beard.
4. Wet the face and leave it wet. Use warm water.
5. Shake the shaving cream dispenser, squirt the shaving cream into the left hand and spread it amply with the fingertips of the right hand over the area to be shaved (do not rub it into the skin). If left handed, reverse procedure. Soap may be used in place of shaving cream by making a rich lather with the hands and then applying it to the area to be shaved. (Can be applied with brush, making lather in mug.)
6. Begin by trimming the sideburns using the index and middle fingers as guides, as described in the section on electric razors. Pull the razor edge down from the fingertips several times until even sideburns are obtained.

7. Holding the razor at a slight angle from the face, shave one side of the face with slow, short, downward strokes. Proceed in a systematic fashion, starting with the free hand for lather, which will indicate that an area has been missed.
8. Rinse the razor periodically under the faucet to remove lather build-up. (If the razor has a double edge, rotate the sides.)
9. Shave the other side of the face in a similar manner and then above under the nose and the chin area, using the same downward strokes.
10. To shave upper lip, pull upper lip under top front teeth and shave in short gentle strokes the area under the nose (upper lip).
11. Shave under the jaw by moving the razor in an upward direction beginning at the base of the neck and continuing to the tip of the chin. (Use free hand to stretch skin.)
12. Check with fingers for areas missed.
13. Rinse the face in warm water and wipe it dry.
14. If beard is especially heavy, repeat the shaving process.
15. Always check with fingers for small nicks or cuts which may also be noticed because of the stinging sensation they cause. (Bleeding may be stopped with the aid of a styptic pencil or by placing a small piece of tissue on the cut area for a few minutes.)

16. Wash the razor, wipe it dry, and return it to the case. (Use storing instructions according to razor model.)
17. Apply after-shave powder and/or lotion in same manner as that mentioned in the section on electric razors.
18. Rinse out basin of the sink.
19. When the blade becomes dull, place it in the disposal slot, if available. If none available, wrap the used blade in a tissue and place it in the trash.

XIII. DENTAL CARE:

A. Brushing of teeth.

1. Remove the cap from the tube and place it to the side and back of the sink so that it will not roll into the basin.
2. Wet one's toothbrush in cold water.
3. Place the brush in the left hand, holding the bristles upward between the forefinger and thumb with the bristles slightly lower than the tip of the fingers. The handle should extend back to the palm of the hand, parallel with the finger and thumb.
4. Take the toothpaste in the right hand and hold the nozzle on the bristles, tilt the tube at a slight angle (45 degrees).

5. Using the thumb and forefinger as guides and starting with the bristles nearest the handle, gently squeeze the paste onto the brush while pulling the tube until the opposite end of the brush is reached. Put toothbrush (bristle end) in mouth and put the cap on the toothpaste tube and return it to its proper place.
6. Place the toothbrush in the dominant hand.
7. Clean the inside and outside surfaces of the teeth by brushing in up and down motions from the gums to the grinding surfaces of each tooth.
8. Clean the grinding surface; brush back, forward, and sideways, forcing the bristles into the crevices and grooves. (Gently brush gums and tongue, include all areas of mouth.)
9. To eject the paste from the mouth, place the hands on the side of the basin as a guide, and lean over the sink to make sure the basin is not missed.
10. Rinse the brush thoroughly.
11. Rinse out the basin of the sink.

B. Mouthwash.

1. Pour a small amount of mouthwash from the bottle into a glass by placing the neck of the bottle on the rim of the glass and by using the index finger and/or length of pouring time as a clue to the amount poured.

2. Take a sip of mouthwash, leave the head back, gargle, and rinse it throughout the mouth.
3. Spit the mouthwash with the same technique used with the toothpaste, keeping the body well back from sink so as not to get the mouthwash on any clothing.
4. Rinse out the sink.

C. Using dental floss.

1. Extract a length of dental floss, slide it between the teeth and move it up and down, back to front to remove any food particles.

I. PLACEMENT:

A. Buttons.

1. Find the top or bottom button and button hole.

2. Find the button hole with one thumb and grasp the button with the other thumb and index finger, placing the index finger on top of the button.

3. Guide the button into the hole; then use the thumb to push the side while using the index finger to help pull the hole over the button.

4. If desired, use the other hand to pull the button through.

5. Always button in sequence from top to bottom or vice versa.

6. To unbutton, place index finger and thumb of natural hand under material at button hole.

a. Other hand, grasp button and push through button hole.

b. Pull out gently with hand on material.

B. Zippers.

1. Dress-Back.

a. With right hand (dominant) in back of dress use index finger and thumb to grasp zipper tab.

b. Use left hand to stretch material downward.

c. Use right hand to pull tab up, toward neck, as far as you can reach.

d. Take right arm over right shoulder to grasp tab and finish pulling the zipper to top.

e. To lock zipper, press tab down.

2. Skirt side zippers.

a. Use same procedure as dress but pull all the way to the top with same hand.

3. Unzipping the zipper.

a. Hold the garment on one side with the thumb and index finger of one hand.

b. Lift the tab with the free hand and grasp it with the thumb and index finger. Slowly push the zipper down, proceding it with the other hand to keep the facing from catching in the zipper.

c. For a zipper on the back, pull it down as far as possible; then put one arm around the back and hold the zipper steady while the other hand pulls the zipper down.

4. Fastening zippers on jackets and linings.

a. Be sure the zipper tab is at bottom of the track.

b. Locate the smooth end of the zipper track with one hand, placing the thumb on top and the index finger underneath.

c. Insert the smooth end of the zipper track into the hole on top of slide.

d. Push the track down into the slide and stop so that it is secure.

e. Pull down on the jacket bottom with one hand while the free hand pulls up the tab.

f. Press the tab down over the zipper to lock it.

5. Boys' pants fly.

a. Use one hand, using thumb and index finger, grasp zipper tab.

b. Use free hand to grasp zipper bottom (or material) and pull gently downward.

c. Pull upward with right hand to the top.

d. Press tab down over zipper to lock.

6. Snaps and grippers.

a. Place the index finger of the right hand on the top of the indented half of the snap with the thumb underneath.

b. Place the index finger of the other hand on the knob with the thumb underneath.

c. Bring the two index fingers, still in their proper places, together.

d. Lift index fingers off and insert knob into indentation.

e. Press firmly together until they "snap".

f. For unsnapping, reverse the above process and pull gently apart.

7. Belts--Loops--Buckles.

a. Loops.

(1) With one hand grasp smooth (somewhat pointed) end of belt.

(2) Locate first loop next to snap or button on front of garment.

(3) Insert index finger of free hand in loop and pull gently out.

(4) Push smooth, pointed end of belt through loop.

(5) Repeat procedure for each loop.

b. Buckles.

(1) Insert smooth end of belt under bar of the buckle.

(2) Pull the belt back over the bar of buckle until belt is comfortably fit.

(3) Place the index finger of hand that is pulling belt back over desired hole.

(4) Push the prong with the index finger and thumb of free hand to the spot where the other index finger is marking the hole.

(5) Push prong through desired hole.

(6) Locate the buckle bar on the other side with one hand and with the free hand, bend the belt, sliding it under the bar or loop.

(7) Belt buckle should be centered over pant fly.

(8) To unbuckle, reverse the above process.

II. SOCKS - BOYS AND GIRLS:

A. Putting on socks.

1. Hold the sock by the toe and find heel.
2. Lay the sock flat and locate the cuff opening.
3. Insert thumbs and gather until thumbs find heel. Continue to gather until toe is reached.
4. With hands remaining in that position put sock over toes, then heel.
5. Pull the sock up until it is in place.
6. Repeat the above procedure with the other sock.
7. Be sure both socks are pulled up to the same point on both legs.

B. Removing socks.

1. Place both thumbs inside the sock on either side of the leg and gather it down to heel; slip sock off foot.
2. Pull out the toe and straighten the sock.
3. Repeat procedure with other sock.

C. Hylons - Recommendations (Girls).

1. Obtain help in determining size, length and color shade.
2. Seamless, stretch hose are recommended.

3. Wear cotton gloves when putting on or taking off nylons to avoid snags.
4. Nylons with heel and toe reinforcement are recommended.
5. Thrifty shoppers buy one shade.

D. Nylons.

1. Putting on and taking off.
   a. Follow procedure for putting on and removing socks.
   b. Work nylon up and over leg. Continue until top of nylon is reached.
   c. Smooth wrinkles as you move upward.

E. Panty Hose.

1. Locate tag in back (if tag is not present, one should be sewn in).
2. Follow same procedure as putting on socks.
3. Work one leg at a time to approximately the calf area.
4. Proceed with other foot.
5. Work each leg a short distance at a time.
6. Work pant area over hips as a pair of under pants.

F. Procedure for fastening hose to girdle or garter belt. (Note: Procedure described is for right-handed people; opposite hands used for left-handed people).

1. With left hand, put thumb between metal tab and cloth tab.

2. Grasp cloth tab above dial with thumb on top, index finger and middle finger underneath.
3. Hose in right hand, pull top up and over dial.
4. Hold hose on cloth tab with thumb.
5. With right index finger and thumb, grasp above metal tab and push metal tab down until dial fits into larger curve of metal tab.
6. Pull up metal tab to secure dial in smaller curve of metal tab.
7. Pull down girdle over tabs and smooth.

III. GIRDLES AND GARTER BELTS:

A. Girdles.

1. Run thumb and index finger around top of girdle to find label. Label indicates top of, inside of, and back of girdles.
2. Turn girdle so that the label is next to body.
3. Holding girdle on both sides, roll top of girdle down and to the outside for about one-half of the girdle.
4. Sit down on chair, bed, etc., insert one foot into leg opening and then the other foot into the other leg opening.
5. Work girdle up until bottom reaches about four inches above the knee (about one hand length).
6. Stand up and grasp each side of girdle at the roll and unroll pulling gently upward.

7. Make sure top of girdle is at waist and feels comfortable.
8. Make any necessary adjustments.
9. If girdle has zipper or other fasteners follow procedure for that type fastener.
10. Follow procedure for fastening nylons.

B. Garter Belts.

1. Run thumb and index finger along top to find label or seam. Label or seam indicates top and inside of garter belt.
2. With hose supporters hanging down, hold side of garter belt with hooks in right hand and place rear of garter belt around back of body and fasten ben-type fasteners in front.
3. Taking firm grip with both hands, turn garter belt until fasteners are in a direct line with spine.
4. Run hands down garter belt, checking to see that supporters are hanging in middle of front and back of legs.
5. Follow procedure for fastening nylons.

IV. TYING AND BUCKLING SHOES:

A. Tying shoes.

1. Proper procedure (for right handed person).
   a. Using both hands, locate both strings.
   b. Cross left string over the right and bring under and through.

e. With a string in each hand, pull tight.

f. Release right string from right hand and pick up left string with right hand.

g. Make a loop using thumb and index finger of left hand.

h. With right hand, pick up right string and wrap around thumb of left hand holding loop.

i. Lift index finger from string and push through opening with index finger on right hand.

j. Grasp loop with thumb and middle finger of left hand and pull tight until knot tightens.

2. Preferably, child should be able to untie before learning to tie.

3. Always be consistent in procedure and vocabulary.

B. Buckling shoes.

1. Proper procedure.

a. Hold buckle in one hand with thumb and first two fingers.

b. Grasp strap with thumb and first two fingers on other hand.

c. Using index finger (holding buckle) as a guide, locate opening with index finger.

d. Guide tip of strap until it comes in contact with index finger through opening.

e. Slide fingers (which previously held strap) up to buckle.

f. Grasp end of strap with thumb and index finger (which previously held buckle) and pull through.

g. Adjust strap until comfortable.

h. Bend strap backwards and grasp with opposite hand (thumb and first two fingers).

i. Locate prong.

j. Insert prong in hole in strap.

k. With strap held securely in one hand, lift buckle with thumb and index finger of other hand.

l. With thumb and index finger holding strap, insert strap through opening of buckle. Pull until snug and secure.

2. Preferably, child should be aware of procedure of unbuckling before starting to buckle.

3. Always be consistent in procedure and use of vocabulary.

V. SHOES SELECTION:

A. Recommendations.

1. Have shoes for everyday and shoes for dress (Sunday shoes).

2. Have shoes that fit properly, but large enough to allow for growth.

3. A loafer type shoe eliminates the need of tying.
4. Tennis shoes, gym shoes, are for play activities and not for daily wear.
5. Shoes should be brushed or wiped off each time they are put on.
6. Polish shoes according to individual wear--paste type polish is advised as it does not dry as rapid as liquid polish.
7. Proper tying, applying or powdering inside shoe is recommended.
8. Shoes should be changed for wear often--should explain heels if worn or apply caps.
9. For small, active children a sturdy light-weight shoe is highly recommended.
10. Foam rubber inserts are available at low cost to provide for extra comfort and to keep shoes from slipping on and off the foot.

VI. KNIVES, BLADES, DIGGERS THAT BOTTOM TO HOLD. CANDIDATE STARTING AND ENDS:

A. Recommendations.

1. Check for missing buttons.
2. Clothes should be neat and clean at all times.
3. Check all openings for ravelings.
4. Make sure hemlines cover slips.
5. Perma-press is advised for casual and school wear.

B. Putting on garment.

1. Find the neck and place the right hand on the left end of the neckband and the left hand on the right end. Make sure the legs are facing the body.
2. Bolstan the right hand and slip it into the right sleeve of the garment while the left hand slides the garment across back.
3. Place the right hand on the neckband and hold the garment in position, while the left hand reaches over the left shoulder and pulls the garment up over back.
4. Right hand holds garment in position.
5. Slide the left arm into left sleeve and button.
6. Make certain that the collar is turned down and smoothed into place.

C. Removing the garment.

1. Locate and unbutton the top button and continue to unbutton the garment until the bottom button is reached or unzip the zipper.
2. Take the garment on both sides of the front opening and pull it back over the shoulders.
3. Reach the right hand around the back and grasp the cuff of the sleeve. Pull on the sleeve and ease the left arm out. Bring the left arm across the front of the body, grasp the right cuff with the left hand and ease the right arm out.

D. Turning above articles right side out.

1. Learn to recognize that the garment is inside out if the tag or seams are on the outside.

2. Place the garment on a flat surface with the hemline toward the body, slip the hand into the garment and find the neckband. Pull the neckband through the bottom opening.

3. Hold up the garment by its neckband, insert one hand through one sleeve to the cuff and pull. Repeat for other sleeve.

E. Dresses.

1. Putting on dress.

a. Place the dress on a flat surface or over a chair back, making sure the back of the dress is up.

b. Hold the bottom of the right side of the dress steady with the left hand while sliding the right hand through the sleeve.

c. Insert the left arm in other sleeve and put head through neck opening.

d. Grasp the bottom of the dress and pull it over the body. Close all fasteners.

F. Pant dress.

1. Hold the dress in the middle and let dress fall in half in the front of the body and step into it through the openings for the legs one at a time. Pull the dress to the waist, then up around the shoulders, slip in the arms and close all fasteners.

C. Shirts.

1. Putting on a shirt.

a. Undo all fasteners.

b. Place the shirt on a flat surface with the front of the shirt facing the flat surface. Slide the arms inside the shirt and slide it over the shoulders and down the body so that the waistband is at the waist.

c. In an alternate method, one may hold the shirt in front of the body with the back of the shirt next to the body, step into the shirt, and pull it up until the waistband is at the waist.

d. Tuck in the blouse.

e. Fasten the shirt.

2. Removing a shirt.

a. Undo all fasteners

b. Place the hands in the waistband at the sides of the body (right hand at the right side and left hand at the left side), slide the shirt down the legs, and step out of it.

VII. ACCESSORIES:

A. The necktie.

1. To tie a simple knot in a necktie, place the necktie around the neck with the thinner side over the left shoulder. Check to make sure the seam is underneath. The left side should usually be above the belt. (Approximately a palm width from belt.)

2. Cross the right side over the left shoulder. Check to make sure the seam is underneath.

3. Cross the right side over the left, close to the neck. Place the thumb of the right hand underneath the cross and the index finger on top. Hold this securely.

4. Grasp the thicker end of the tie, which was just crossed to the left, with the left hand, thumb on bottom and fingers on top. Push it back under the cross to the right side so that the seam is now up.

5. Reverse the left hand, bringing it over top of the cross and the other hand to reverse the thick part of the tie with the fingers on top, thumb on bottom. Flip the tie over the cross and the index finger which is holding it. The seam is now on the underside.

6. Push the tie up through the part of the tie that is around the left side of the neck and let it drop with the seam down over the cross.

7. Grasp the end of the wide end of tie and put it through the loop from top to bottom that is created by the index finger. Tighten the right hand and pull gently so that the knot becomes tight.

8. Hold onto the wider flap of the tie with the left hand and push the knot up to the neck with the right hand.

5. Do not let the bottom clip hang below the top. If it is, it can be corrected by stretching over and making the left side of the tie higher before starting to tie.

10. Learn to put on various types of tie clasps.

B. Clip on bow tie.

1. Button top button of shirt.

2. Hold tie in both hands, clip side on. With thumb and forefinger press downward to release clip.

3. Put end of thumb of right hand against neck button.

4. With thumb and forefinger of left hand hold collar out. Slip collar between clips and press down firmly.

5. Repeat same process on other side of collar.

C. Pre-tied bow tie.

1. Button top button of shirt.

2. Raise clip with thumb and forefinger with right hand.

3. With left hand, hold shirt collar at neck and pull out.

4. Tip tie up toward chin and insert clip over top shirt button behind material.

5. Adjust collar tabs over edge of pre-tied bows.

VIII. SLACKS (BOYS):

A. Putting slacks on.

1. Be sure zipper and fasteners are undone.

2. Hold slacks in front of body with thumbs on the inside of the waistband, making certain the opening is in front of the body.

3. Lower slacks below knee level and step into them, one leg at a time.

4. Raise slacks to waist. Spread legs to prevent slacks from falling down.

5. To adjust a button shirt under slacks, be sure back shirttail is pulled down. Grasp the front corners and pull together and down. Tuck front corners between legs and pull slacks up to the waist and fasten.

6. If slacks have cuffs, be sure they are turned up and in place.

7. Always wear a belt with slacks that have belt loops.

B. Removing slacks.

1. Remove shoes, unbuckle belt, and unfasten slacks.

2. Insert thumbs on each side at the waistband and slide the slacks down to the ankles.

3. Step out of the slacks with one foot then the other while holding the waistband with one hand.

II. UNDERCLOTHES AND SHOES:

1. Putting on underclothes.

1. Place garment on a flat surface, such as a bed, chair, or table with the waistband parallel to the surface edge and the inside on the inside facing up. (In case of a bra, the opening in the front should also face up.)

2. Insert the thumbs in to the waist band on the sides and hold the pants below the knee.

3. Open the garment, placing first one foot, then the other, through the leg openings.

4. Pull the pants up to waist level.

2. Removing underclothes.

1. Grasp the pants on each side at the waistband and push them over the buttocks and knees down to the ankles. Lift one foot out, then the other.

3. SLIPS, UNDERSHIRTS, AND PAJAMAS PUTTING ON, AND PULLING OFF SLEEVES:

1. Slips.

1. Lay slip out flat on bed, or flat surface.

2. To find front and back of slip, locate tag which is usually inside of the back of the slip.

3. After finding the back of slip, loosen handle in the bottom gathering up to the top of slip. Raise arms up above head, pull over head, place arms in the holes between straps, and slip-then pull down.

B. Undershirts.

1. Lay undershirt on flat surface.
2. Find back of undershirt by locating tag.
3. Grasp back bottom of undershirt and pull up. Raise arms up above head and pull over head. Place arms in the holes between strip and undershirt--pull down.

C. Pullover sweaters.

1. First lay sweater on flat surface.
2. Find back of sweater by locating tag.
3. Grasp lower edge of back of sweater and gather up. Raise arms up above head and pull over head. Place hands in arm holes and extend arms. Pull sweater down.

D. Pull on shirts.

1. First unbutton and unzip shirt.
2. Explain to child about location of zippers. If it is a side zipper it will always be on your left side. If a back zipper, a tag is usually located over the zipper. If the shirt has an elastic waist band, lay shirt on flat surface, find side seams and determine front from back by locating tag which is usually in the back of the shirt.
3. After locating back of shirt grasp hem, raise over head and pull over head working arms through head of shirt. Then pull down over body until waist band is in place.

4. If shirt has side or back opening, be sure child chooses to see that closure is fixed and in place. If shirt has an elastic band, be sure child has side seams in place.

II. SUGGESTIONS:

1. How to put on a brassiere.

1. Explain to child the purpose of wearing a training brassiere or regular type brassiere.

2. Lay on flat surface, then feel outline of brassiere.

3. Teach child shape of garment and difference in right and wrong side of brassiere. (Also to loosen straps so it is easier to put arms in.)

4. Locate bottom of brassiere. Run hands along bottom to locate ends.

5. Lift brassiere close to breast and keeping eyes and hands in line, fasten in back. Locate straps, put arms through and adjust straps as desired for comfort.

6. Lean over and place breast in cup for a firm and comfortable fit.

2. Removing a brassiere.

1. Unhook it in the back and slip the arms through the straps.

2. Fold it properly and put it away.

E. Suggestions.

1. Buy good quality beverages. (Preferably with vitamin storage)
2. Try to always get the same brand.
3. Drink enough for a change every day.
4. If smoker is addict, eliminating beverages is suggested.

I. [illegible]

1. Brushing.

1. Hold the brush in one hand and place it on the crown of the head. Use downward strokes from the crown toward the ear and nape of the hair on one side of the head, repeating several times.

2. Continue the brushing process at the back and on the other side of the head.

3. Lift the hair at the back of the head with the handle and brush underneath in an outward motion from the head to the ends of the hair. Brush back into place.

4. If desired, brush the hair in different directions, depending upon the individual hair style (forward, straight back, or toward one side).

5. The brush should be cleaned after each brushing by running a comb through the bristles of the brush to remove loose hair strands.

6. It is advisable to thoroughly wash the brush and comb in warm, soapy water several times a week.

2. Parting.

1. Holding a comb in one hand, place it at the top of the back of the head, and comb all the hair on the top down over the forehead.

2. Locate the crown of the head where the hair on the top separates itself from the hair in the back.
3. Practice drawing a straight line from this point to the forehead with the index finger, using a specific feature on the face as a point of reference. (For a center point, the nose may be used; for side parts, the arch or middle of an eyebrow may be used.
4. Holding the comb at an angle, place its tip at the crown of the head and slowly pull it to the front of the head. The forefinger of the free hand should be used as a guide by proceeding slightly ahead of the comb.
5. When the front of the head is reached, use the free hand to separate all the hair away from the tip of the comb, while leaving the comb in place, and smooth it down to one side.
6. Carefully comb the hair next to the comb down the desired side of the head.
7. Run the fingers down the part to be sure it is straight; if it is not, repeat the above process.
8. To make a part for braiding, continue the center part from the crown to the back of the neck. Two parts extending horizontally

across the back of the hand, other points of reference, such as the back of the ears, may be used.

C. Using hair spray.

1. After styling the hair, obtain the can of hair spray, and remove its cap.

2. Holding the can in a fairly upright position ten inches from the hair, locate the hair in the areas and point it at the hair. Hold can by placing the index finger of the right hand on the top of the areas and the remaining fingers and thumb of the right hand around the can.

3. While pressing the areas with the index finger, move the can around the head in order to spray all areas requiring it for three or four seconds.

4. Replace the cap on the can and replace the can in a cool storage area.

D. Setting and rolling.

1. Assemble: Comb, rollers, clips, setting lotion, glass of water and a piece on table.

2. Be seated on straight chair at desk or dresser.

3. Arrange from left to right: comb, rollers, clips, wave set, if used. (If right handed)

4. Put in palm of hand setting gel, place hands together, then pat all over hair.

5. Comb hair in direction you plan to place rollers, front back--side down.
6. With the left hand place one roller parallel with the front hair line, take the right hand and with end of the comb part the width of the roller on each side--then part behind the roller, holding roller and section of hair with the same hand; take right hand and remove curler, still holding section with left hand. Take comb and comb section forward and up at a right angle to the head. Taking roller place half way up the shaft of hair. Slide it slowly to the end, keeping thumb and fingers on the hair and roller; roll the hair slowly making certain all strands are on the roller. Hold roller firm to scalp. With left hand, take pick and insert at an angle from back, forward.
7. Repeat procedure for remaining curls.
8. Use hair spray when necessary. (See "C" section)

E. Teasing.

1. Brush and comb into basic style. (See instructions)
2. Decide which area of hair will be teased.
3. Part off small sections, holding section in left hand. Starting three-fourths of

the way up the shaft with comb, push down toward scalp, comb firmly, then make short strokes up the hair shaft.

k. After doing this in all areas, smooth over the top with comb, fitting it in with the rest of the hair style.

l. Do not comb completely through in the area that you have teased. Smooth this over lightly with comb or brush.

F. Washing.

1. Collect items: shampoo, towel, cream rinse, or other items needed.

2. Place items in order to be used on sink.

3. Acquaint them with faucets. Adjust water temperature. Let water run constantly so temperature does not deviate.

4. Wet hair by bending forward with head as low in bowl as possible, keeping eyes closed.

5. Raise head slightly and reach for shampoo. Take cap off and place on sink, place free hand on top of bottle, invert, use amount the size of quarter for first shampoo. Return bottle to sink.

6. Distribute shampoo to both hands and apply to hair, covering entire head.

7. With massaging motion and firm pressure, work shampoo into hair and scalp using the tips of all fingers. NEVER USE NAILS, for at least three minutes.

3. Rinse out first shampoo.

9. Repeat steps 5, 6, and 7, rinsing more thoroughly this time. Remove all traces of shampoo.

10. If using cream rinse, apply to scalp instead of shampoo.

11. Turn off water, squeezing excess water from hair, place towel around head. Drain the bathtub.

12. [illegible]

1. Careful consideration is of paramount importance when instructing a blind person in make-up and skin care. Be sure to place the cosmetics for client use in front of the student in the same order every time. After a product has been used it must be returned to its original place.

2. Suggested arrangement of table in make-up and skin care class:

PAPER TOWEL	TISSUES (if left-handed on left side)
COSMETIC PUFFS/COTTON BALLS	COTTON

STUDENT

(on same side as tissues)

C. Basic Products for Use in Class.

Item	Deluxe Substitute Product
Cleanser	Skin Deep Cleanser
Skin Freshener	Herbal Skin Lotion
Hand Lotion	Body Smooth
Moisturizer	Skin Deep Moisturizing Emulsion
Make-Up Foundation	Elegant Make-Up Stick
Blush	Elegant Make-Up Blush
Eyebrow Make-Up	Fashion Brow
Eye Shadow	Eye Shadow Stick
Lipstick	Silk Fashion Lipstick

D. Special Features

1. Have student put on headband and make-up cape (preferably without assistance of instructor) to protect hair and clothing.
2. Before each product is used, have the student feel the container to determine the weight, shape, width of the opening, etc. Explain in advance where and how the product will be used. Have the student touch or trace the area with her fingers before she applies the product. Tell her what to expect; what texture and feeling the product will have, whether it is liquid, emulsion or cream.
3. After each tissue is used, it should be discarded immediately. Table must be clear of all unnecessary items.

4. Refer to photos of make-up as 'fashion' colors. This has a very appealing appeal to the student.

5. If different cosmetic items in similar containers are used, apply a thin tape on top of one so that the student may distinguish between them. This is important, for example, when using Helena Rubinstein Elmate Make-Up Stick (foundation) and Elmate Make-Up Blush (cheek color).

6. Give a warm washcloth available so that the student may wipe her hands between steps, when necessary, to prevent smudging, smears, etc.

7. Instruct the student that any cap she removes should be placed on its top instead of its side so that it will not roll off the table or out of reach.

E. Skin Care.

1. Regular, consistent care of the skin is important to attain a smooth, fresh complexion. Complete cleansing and freshening routines, as outlined below, should be followed each evening before retiring and each morning.

F. Cleaning Program.

1. Cleansing - To remove make-up, surface grease or soil.

e. Squeeze plastic bottle of Unisex moisturizing Skin Care Cleanser, putting small amount in palm of hand.

b. With index finger take tiny amount of cleanser and apply to mouth using circular motions. Keep mouth closed.

c. Cleanse cleanser off lips gently. Wipe index finger very thoroughly.

2. Now spread the remaining cleanser onto flat of fingers of both hands and apply to the face in the following manner:

a. Upward and outward from chin to ears.

b. Across and up from nose to temples.

c. Upward from tip of nose to forehead.

d. Circular motions on forehead to temples.

e. Gently over eyelids from inner corner to outer corner.

f. Gently under eyes from outer corner to inner corner.

g. Small circling motions around sides of nose.

h. Circling motions on chin.

i. Upward on throat.

j. 'Play the piano' under the eyes with gentle little taps of the fingertips to 'exercise' the area and relieve puffiness.

a. Tilt the head back and step gently under jawline and chin with back of hand.

3. Take paper towel and wipe hands clean. Now take fresh tissues and gently wipe cleanser off the face and throat, using same motions as remover as you did applying. (Always discard tissues immediately after using.)

4. Take a clean tissue and wipe around the face again, giving special attention to those areas where cleanser may have been missed the first time.

a. Under eyes.

b. At hairline.

c. Through eyebrows (tissue inward toward center of face, then back).

d. Tips of nose.

5. Discard tissues. Wipe around eye, if desired to remove any residue. Replace cap on cleanser.

6. Freshening - To "rinse" last traces of cleanser from the skin; to give a refreshed, toned feeling. Remind your student that skin freshener is liquid and should not be poured too quickly or too lavishly. Point out that it should never be applied too close to the eyes.

e. Immerse end of Nylon Monofilament Breast Section, fishing fly protective cork, cement.

b. Fold cotton in a small square, just enough to cover mouth of bottle. Place cotton over mouth of bottle and invert. Student will feel the liquid coming through the cotton.

c. With sandpaper cotton, apply to face in upward-outward motions in the same manner shoemaker wax applied. Be sure to cover whole mustache in eliminate that have a tendency to be over looked. Put fine powder.

d. After freshening, the face, wipe the brush on the freshener-saturated pad, to remove any trace of eliminate from brush. Then discard cotton pad. Wet face with a clean towel.

7. Note to Instructor.

a. Dry skins are predominant in the United States. However, many girls in their teens and early twenties have oppositely oily skin. After 25 or 30 the eliminate is generally confined to a "T-zone": forehead, nose, chin--with the cheeks, under eye area and throat showing dry skin symptoms. This is known as 'combination skin'.

B. Because of skeleton difficulties it would prevent, skin washing is not included in the class. However, if there are students with oily skin or combination skin, explain the following:

Note: Oily Skin - Ordinary soaps can act to stimulate oil glands for dissolving make-up and oil. Therefore, follow skin care routine as outlined - but follow cream cleansing with soap and water washing.

Combination Skin - If soap and water is used, concentrate on oily areas only (nose, chin, forehead).

C. Treatments for Specific Skin Needs.

The following cosmetics need not be used in the class. However, it will be of interest to discuss them as part of the cleaning routine for women with specific beauty needs.

1. Night Cream - To counteract dryness, to lubricate, smooth and soften the skin, to help ward off lines and wrinkles. Especially important for dry and sensitive skin. Use after cleansing and freshening.

a. How to use: Take a little serum on index finger and place a dot on nose, chin, each cheek and forehead. Using upward and outward strokes of both hands, following same motions as in applying cleanser, smooth light serum over face and throat.

b. When to use: Light serum should be applied about half an hour before retiring. By the time you are ready to go to bed most of it will have been absorbed. If not, you have used it too generously. Touch the skin: if it feels very 'slippery', blot the surface gently with a tissue to remove excess.

2. Eye Cream - fine-textured but richly emollient cream, formulated especially for the delicate skin around the eyes. Helps minimize fine lines.

a. How to use: Take a very small amount on the index finger of one hand and transfer some to index finger of the other hand.

Patting very lightly with fingertips, move gently over the eyelids from inner corner to outer corner, gently under the eyes from outer corner to inner corner. 'Play the piano' on the under-eye area. Only the lightest film of the cream is necessary. Use very sparingly.

b. When to use: Apply after evening cleansing and freshening. Leave on overnight.

3. Bio-Clear Medicated Cream - Acne blemish treatment in convenient plastic tube. Contains an exclusive Organic Sulphide for faster action in drying and healing acne pimples.

a. How to use: Squeeze a little Bio-Clear Medicated Cream from tube onto tip of index finger. Touch to any pimple, or smooth on blemished areas.

b. When to use: After skin has been thoroughly cleansed. Leave on overnight.

Apply again after morning cleansing. Because Bio-Clear Undiluted Cream is complexion-tinted and practically invisible on the skin it may be used throughout the day under (or without) make-up.

B. Morning Program.

Cleanse and freshen the face and throat following same method outlined for Night Program, then:

1. Moisturizing Emulsion - Release Hubinstein Skin Dew Emulsion is a smooth, quickly-absorbed lotion to be worn under make-up (or without make-up) as an invisible day-long beauty treatment and protective.

a. Uncap bottle. Place two fingers over mouth of bottle, thumb under bottle and shake (this brings the moisturizer to the neck of the bottle). Turn bottle upside down until you feel emulsion on fingertips.

b. Apply dot of moisturizer on forehead, tip of nose, chin, each cheek. Recap bottle.

c. Transfer remainder of moisturizer on fingertips to other hand and blend moisturizer on face in upward motions (as with cleanser). Be sure it doesn't get into hairline.

d. Use sparingly, as only the smallest amount is needed to moisturize the skin.

The face is now ready for make-up!

I. Make-up.

Correct make-up gives the face a fashionable, attractive look. The primary rule of application is to use all make-up sparingly. Instructor will select appropriate shades for each student. If students are "sharing" use of make-up products, top of each should be wiped off with a tissue before it is given to the next student.

1. Foundation - A non-spillable, "mistake-proof" foundation, such as Helena Rubinstein Minute Make-Up Stick, in plastic container is recommended.

a. Ask student to remove cap. Call her attention to the swivel base. Instruct her to turn swivel to the right to raise make-up.

b. Placing her index finger on top of the unwrapped stick, she will be able to feel how high up out of container the make-up is raised. Make-up should just clear the top of container.

e. With *very* light pressure, a small stroke of Klenzo Make-Up should be applied: across forehead, down nose, upward on chin and cheeks.

d. Blend with fingertips of both hands, up nose and sides, across forehead (avoid the eyebrows), up and out from chin across cheeks, across jawline, on mouth, under nose.

e. No more foundation is applied lightly and doesn't get into hairline.

f. Wipe off hands on paper towel (or moist washcloth).

2. Blush - Gives a delicate radiance to the cheeks and adds a look of radiance to the entire appearance. A blush is stick form, swivel case such as Helena Rubinstein Minute Make-Up Blush, (in same style case as Minute Make-Up Foundation), is easiest to use and control.

a. Remove cap. Do not swivel up.

b. Before applying Blush, have student feel her cheekbone with her fingertips. Explain that the color belongs on the cheekbone, extending roughly from the center of the cheek blending away out toward the ear; color must never come below the level of the nostril.

c. Once she is familiar with the area of application, have her place Blush Stick at the center of cheekbone and swirl up until she feels Blush Stick just touch her skin.

d. Press Blush Stick lightly on the skin and move it upward about one inch to apply a smooth stroke of color.

e. With flat of fingers, blend the Blush upward and outward over cheekbone toward the ear.

f. Repeat with other cheek.

g. Recap Blush Stick and wipe fingers thoroughly on paper towel (or washcloth).

3. Face Powder - Many women find they do not need to use face powder over Ultimate Make-Up Foundation and Blush. However, if face powder is desired, it may be used after applying foundation and blush, or as a touch-up during the day. Helena Rubinstein pressed powder compact (non-spillable) in Translucent shade (suitable for all skin tones) is recommended.

a. Open the compact and wipe a fresh piece of absorbent cotton over the powder.

b. Press the cotton on the palm of the other hand to further compress the powder.

c. Now apply to the face, patting lightly under eyes, up nose, across forehead to temples, across cheeks, over chin.

d. Turn cotton to clean side and gently 'dust' down the face.

4. Eyebrows - (Eyebrows give expression and interest to the face and should be well-groomed always. Eyebrow make-up is used to define the brow, to give a fashionable and attractive look. Eyebrow make-up in pressed powder form "Helena Rubinstein Brush-On-Brow" is easier and safer to use than eyebrow pencil, and is recommended for class and home use.

a. Let your student to trace her eyebrows with her fingertips so that she is completely familiar with their shape.

b. Open the box of eye brow make-up and brush tip of index finger to the pressed powder cake.

c. Tilt head back slightly and lightly trace line of brow with clean finger of the <u>other</u> hand -- immediately following with the finger which was touched to the brow make-up.

Note: Women with dark eyebrows which do not require further definition do not need eyebrow make-up. However, they should groom the brows with a small brush. Brush should be washed frequently.

5. Eye Shadow.

a. Eye shadow gives a fashionable look to the eye area. Use stick form of cream eye shadow for easiest, mistake-proof application (Helena Rubinstein Cream Shadow Stick). When artistically used, it can create the illusion of 'reshaping' or 'contouring'. Bear in mind the basic principle that light shades recede or seem to bring forward, while darker shades minimize or make the area seem to recede. For example, if the brow between brow and eyelid is overly prominent, use a darker shade (taupe, grey, or brown) gently blended on the brow area. Use light shade on the lid to 'bring out' deep-set eyes. However, to avoid confusion in working with a group, or with an individual inexperienced in applying make-up, limit instruction to basic application technique as follows:

(1) Before application, student should brush lid with fingertips, tracing

the area on which shadow is to be applied. Instructor should give individual attention to determine exact positioning of color.

(2) Remove top of Elmets Shadow Stick standing it up to avoid soiling. Swivel up (swivel moves to right) 1/2 inch.

(3) Close eye. Holding lid taut, with thumb held at outer corner of eye, stroke on the shadow, starting at the inner corner and working to the outer corner of the lid.

(4) Blend gently with fingertip to secure subtle effect.

(5) Repeat with the other eye.

(6) Replace cover of eye shadow stick. Wipe, on paper towel or moist washcloth, the finger used for blending the shadow.

6. Lashes - It is not recommended that the blind student apply eyeliner or mascara on herself at this time. If she has used face powder as one of the steps in her make-up, she may wish to wet one finger and gently "brush" the eyelashes with it to remove any little dusting of powder.

7. Lipstick - Every woman's most important fashion-beauty accent! Light colors are recommended for most charming, attractive effect. A creamy-textured lipstick (Helena Rubinstein Silk Fashion Lipstick) will also keep lips moist and soft--and help prevent a dry, chapped feeling.

a. Let your student to trace her lips with the tip of her index finger, so that she is completely familiar with their shape.

b. Uncap lipstick and stand cap on end (to avoid rolling). Roll up (turning swivel at rear of stick to the right) about 1/4 inch.

c. With lipstick held in hand, rest the elbow at the edge of table and cup the chin in the hand. Open mouth slightly.

d. On upper lip, stroke the lipstick from right corner of mouth to center. Stroke on from left corner of mouth to center of upper lip. On the bottom lip, stroke from right corner to center; from left corner to center.

e. Replace cap on case.

f. Blot lips with tissue if desired.

F. Fragrance

1. Fragrance is a vital part of our daily lives. It can charm and delight, set a mood, evoke a memory. Every woman should choose, as her personal 'signature', a fragrance that expresses her own personality and taste--she should use it subtly but consistently, for her own pleasure and the pleasure of those who surround her.

2. Easy to use and delightful to wear is Helena Rubinstein's new WHITE SUN COLOGNE SPRAY. This is solid cologne in stick form--spillproof and waterproof. Remove the cap, swivel up just 1/2 inch and stroke the fragrant stick on the skin--the forearms, crook of elbow, wrists, behind the knees, back of the neck. Do not apply on fabric, of course!

3. Bottled water or cologne in spray form should be used as follows:

a. Uncap the bottle. Holding it in the right hand, feel--with index finger and thumb--for the spray opening on nozzle top.

b. Being sure the spray opening is facing toward the skin, hold the bottle about an inch away and press nozzle down, giving one quick spray to inside of each elbow, to wrists, to back of knees if desired.

e. Do not spray directly to area close to face. Spray into the palm of the hand and rub the hand around ears, base of throat, back of neck.

4. Helena Rubinstein Heaven Scent Perfume Compact makes a lovely handbag accessory. Solid perfume in a pretty, portable 'powder' case, it lets you re-apply your fragrance throughout the day, wherever you may be.

a. Hold the compact firmly in left hand and raise the hinged cap with the right hand.

b. With thumb of left hand holding the cap up, touch the solid cake of perfume with the middle finger of right hand and apply to wrists, earlobes, inside elbows--perhaps a gentle touch at the tip of your nose for your own great enjoyment.

5. Perfume, colognes, toilet waters, should be applied on the skin--not on fabric. For daylong enjoyment, re-apply every four hours.

6. No matter how a woman decorates her face with make-up and herself with up-to-the-minute fashion, lack of good grooming habits can defeat all her good work. Fastidious cleanliness, neatness and a look of total care bring the assurance and confidence basic to a woman's charm.

7. Hair - Hair should be kept gleaming and attractive with a shampoo once orally (or more often if the hair is inclined to be oily). Choose a shampoo with specific qualities to serve the individual's need. The following Nelson Rubinstein shampoos all come in unbreakable plastic bottles:

a. [illegible] - for normal and dry hair. Intra-creamy. Protein formula adds lustre, bounce, manageability to the hair.

b. [illegible] - for hair inclined to oiliness. Also has rare protein formula for hair health. So gentle, it can be used as often as necessary--even every day in cases of extreme oiliness!

c. [illegible] - controls the flaking and itching of dandruff. Helps maintain the hair's natural oil balance.

d. [illegible] - sets a rinse or a tint. A fragrant, rich shampoo that enlivens the natural color of the hair with sparkling highlights. Available in Blonde Tone, Brunette Tone, Red Head, Silver Tone, Ash Blonde.

Note: Deodorant should be used daily--for perfect grooming, for perfect confidence. Select one that is easy to apply, spill-proof--yet thoroughly effective.

1. RECOVERY - This Helena Rubinstein anti-perspirant deodorant comes in convenient roll-on applicator. Remove the cap and apply directly to underarms. Medically proven, it helps check perspiration effectively for 24 hours.

2. Hand Lotion - Recommended to keep hands smooth and young looking. Apply after each washing and drying of the hands and always before retiring.

   a. Squeeze a little into palm of one hand. Put bottle down. Rub hands together to spread the lotion evenly. Work it around the base of each nail and pull down on each finger and on back of hands, as if pulling on tight kid gloves.

   b. A rich hand and body lotion (Helena Rubinstein Body Smooth) should be used on all dry skin areas of the body. Rub it into elbows, backs of heels. If all-over body skin feels flaky or taut, after bathing and patting skin dry with a fluffy towel, stroke Body Smooth sparingly over the legs, arms, body, and smooth in well.

III. MANICURE:

A. Cuticle care.

1. Wash hand thoroughly using a nail brush to scrub around and under the nails. Dry them well. If desired, a cuticle cream may be applied to each cuticle to soften it.

2. Wrap a towel or wash cloth firmly around the thumb or index finger and push the cuticle back to the nail base with the thumb or index finger. You could use the flat end of an orange stick wrapped in a moistened cotton ball.

3. Feel for the hangnails with the fingers and cut the hangnails with nail scissors or clippers.

4. Cutting cuticles.

a. Lather the hands with mild soap, rinse and dry them.

b. Spread a towel on a table.

c. Wrap an edge of the towel around the index finger of the right hand and push the cuticles of each finger and thumb of the left hand back to the base of each nail. Reverse the hands and follow the above procedure to push the cuticles of each finger and the thumb of the right hand back to the base of each nail.

d. Then wrap raw cotton around the tip of an orange stick, moisten it in soapy water, and again push each cuticle back to the base of its nail.

e. If the cuticles are especially loose or long, they may be removed by gently rubbing an emery board or pumice stone on them or by trimming them with cuticle scissors.

5. Cleaning of nails.

a. Clean under the fingernails by inserting the tip of an orange stick or other pointed nail-cleaning instrument and moving it back and forth. Being sure to clean the corners.

b. Begin with the thumb and proceed to the others.

6. Clipping and shaping fingernails and toenails.

a. Clippers.

(1) Learn to open clippers.

(2) Grasp the clippers in one hand, placing the thumb on the top level and resting the base of the clippers on the curled index finger. Curl the remaining fingers around the clippers.

(3) Place the nail between the cutting edges of the clippers and press on the top lever with the thumb until a "clip" sound is heard.

(4) If necessary, clip again to even edges or file any ragged edges.

b. File file or emery board (for fingernails only).

(1) Hold the file or board near the end between the thumb and fingertips.

(2) Place the file near the edge of the nail and file from side to side to center to opposite side, shaping the nail to an oval.

(3) Use the fine side of the emery board for shaping and the rough side for reducing the length of the nail.

c. Nail scissors.

(1) Place the thumb and index fingers through the metal loops with the thumb on top.

(2) Cut the nail, making sure the curve of the scissors fits the contour of the nail.

(3) Wash hands after clipping and shaping.

7. Application of nail polish.

a. When first beginning to wear nail polish, use clear polish. Later, there will be plenty of time to experiment with polishes of various colors.

b. Use polish remover to make sure nails are completely clean. Open the bottle, place the index finger over a wad of tissue or a cotton ball and place it on the opening of the bottle. Tip the bottle until the tissue or cotton ball is moist. Rub the moist tissue or cotton ball over a nail until all the polish is removed. One may determine this by rubbing a fingertip over the nail which should no longer feel glazed. Continue this process with each nail, being sure to turn the tissue or cotton ball to a clean side each time. Replace the cap on the bottle and discard the used tissue or cotton ball.

c. Give the nails a good manicure before starting to polish them.

d. Shake the bottle of nail polish before opening it.

e. Open the nail polish bottle by loosening its top. (Brush is attached to the top.)

f. Work over a piece of paper which will help to protect the table.

g. Place the polish bottle next to the little finger of the hand to be polished so that contact can be easily maintained in order to keep track of where the bottle is located.

h. Spread the hand flat on the paper.

i. Develop a systematic way of polishing nails in order.

j. Take the brush by the top, remove it from the bottle and as it is brought out of the bottle, brush it on the lip of the bottle to remove excess polish.

k. To polish each nail, start on the side of the nail at its base. Bring the brush straight out to the edge of the nail. Work toward the middle of the nail, repeating the same process. Then continue to the other side of the nail.

l. Do not pause when taking a stroke, or the polish will not spread smoothly. All strokes should be in the same direction.

m. After the first stroke, rotate the brush. Following the second stroke, dip the brush into the bottle and repeat the process.

n. Do one hand and then let it dry.

o. After both hands have been polished and are dry, use polish remover or q-tip off the excess around the sides of the nails.

p. Before placing the brush back into the bottle, clean the outside neck of the bottle and the inside of the cap with a cotton ball or tissue moistened with polish remover.

q. If the polish chips, remove it, and repolish the nail.

r. Coordinate the nail polish with clothing being worn.

IV. TOENAILS:

A. Collect all items needed: toenail clippers, emery board, orange stick, cuticle cream, basin of warm soapy water, toenail brush.

B. Have child feel nail to see if it needs trimming.

C. Teach them how to use clippers.

D. Have child to soak foot in warm water approximately five to ten minutes.

E. Apply cuticle cream around the base of nail and massage.

F. Use orange stick to push back cuticle.

G. Use nail brush with warm water to remove cuticle cream.

H. Use clipper and clip straight across so to avoid in-grown nails.

2. Use emery board to file off rough edges.
3. If desired, polish can now be applied.

V. USE OF MIRRORS:

A. Explain to child that a mirror is a piece of glass, having a smooth or polished surface, that reflects the image or likeness, and can be of various sizes and shapes. Mirrors may be stationary or portable.

1. Stationary: May generally be located directly above the wash basin, in a vertical position; above a dresser; a full length mirror may be attached to a door or wall, or most any wall surface.

2. Portable: Hand mirrors, compacts, lipsticks.

B. Direction should be focused toward a mirror.

C. Utmost care should be used in handling as they are easily broken (meaning seven years' bad luck).

D. If sighted--the use of both stationary and portable should be used. To see the back of head or body, stand with back to stationary mirror and with one hand, hold portable mirror in front of face turning at an angle looking over your right or left shoulder.

VI. SELECTION OF ACCESSORIES AND USE OF AND KINDS OF PURPOSE:

A. Accessories--ear rings, bracelets, necklaces, rings, watches, etc.

1. These accessories should be kept in a jewelry box, or a special place in the drawer. This will eliminate loss of accessories.
2. During school hours, only simple or plain items can be worn.
3. At social activities, more elaborate jewelry is acceptable.

Tips--The person should be sure the child chooses jewelry that will compliment their clothing. It would be a good idea if the child bought most of her accessories in silver, gold, or pearls, so as to match better with her clothing. The amount of accessories should be limited to the occasion.

B. Use and kinds of perfumes.
   1. Several types of perfume can be purchased: Cream and powder sachet, cologne sticks, spray, and roll-ons in forms of colognes, toilet water and perfumes.
   2. During school hours, only the lighter scents should be worn sparingly so as not to offend others.
   3. On special occasions, more fragrance is permissable.
   4. Fragrance can be applied in these areas: wrist, throat, behind ears, and inside bend of elbow.

Tips--Fragrances should not be substituted in place of a bath. It would be a good idea if the girl bought all of her powder sachets, and colognes in the same fragrance. Perfumes, toilet water, and colognes should be applied on the skin--not on fabrics.

VII. COLOR COORDINATION OF CLOTHING:

A. Color of article should be explained at time of purchase by parent or cottage parent.

B. School should suggest that clothing bought should be color coordinated so they can be interchangeable.

C. The explanation of color, texture of material, and other identifying marks should be explained at home and then by cottage parents at school (respectfully).

D. Also that plain colors are worn either together or with plaids or figured patterns.

E. Another way to identify an article of clothing is by buttons, rick rac, lace, pleats, etc.

F. This is the responsibility of the cottage parent on duty. Repetition is the key to the whole idea.

VIII. IDENTIFYING CLOTHING:

A. To identify the color and pattern of each article of clothing, choose a method of identification and code for interpretation. (Possible color and pattern identification methods include the use of

through knots in various combinations of braille numbers and patterns, different arrangements of safety pins, or removable aluminum tags having color abbreviations in braille which may be sewn into the clothing.)

B. Make certain the system is uniform.

C. Sew the identification to a double thickness of material so that the stitching will not show through the outer portion of the material.

D. Mark multicolored garment with the predominant color or the color to match with accessories.

E. Clothing of one color and/or pattern may be kept together in separate piles or sections of the closet.

F. If desired, the style or texture of the fabric and/or shoes may be used to identify the color or pattern.

II. POSTURE:

A. Standing.

1. Put head erect.

a. Chin parallel to floor; top of head should feel as if being pulled upward.

2. Stand with feet pointed ahead approximately two inches apart.

3. Stand with shoulders back and dropped in a relaxed position.

4. Hold chest high.

5. Hold stomach in.
6. Keep knees relaxed.
7. Elbows should be slightly bent and palms turned in toward body.
   a. A child may use the flat surface of a wall as a guide for standing correctly.
   b. To make child's back lie flat against the wall by trying to put your hand between his back and the wall (this is to insure perfect posture).

B. Walking.

1. Begin with the correct standing position.
2. Move one foot forward beginning with whichever foot is more comfortable and bringing opposite arm forward.
   a. For a feminine walk, the space between the steps should be no longer than the length of the girl's foot (even shorter steps if it is more comfortable for the girl).
   b. For a masculine walk, the stride between steps should be longer. (This will vary with individual's build and confidence.)
3. On each step, the child's heel should touch the floor first, then quickly shift the weight forward to the entire foot as he takes the next step.

4. To gain the correct feel of walking, feet should be kept closely to the ground when lifted.
5. His arms should hang relaxed with palms toward the thighs.
6. Keep elbows closely to the body with shoulders relaxed.
7. Keep in mind the exceptions for physically handicapped.
8. When first working on walking, start with slow gait, then speed up.
   a. Learning to walk in time to music can be helpful.
9. If the blind child is aware of various sounds, this will aid him in walking and traveling.
10. He should be aware of different surfaces upon which he might walk as carpet, tile, cement, grass, gravel.
    a. He will need to judge his gait according to surface.

C. Sitting.
   1. Adult should be aware of the child's mental and physical handicap.
   2. Chair.
      a. The blind child should locate the chair, then turn and back up to the chair until the back of the knees touch the edge of the chair, and lower himself gently into the chair.

b. Child should sit squarely in the chair with the shoulders back; back straight, head up, and feet flat on the floor.

c. The hands should rest in the lap when not in use.

d. Girls should remember to keep their knees together. (This can be accomplished more easily by placing the feet immediately in front of the body slightly forward and crossed at the ankle, or turn the body slightly with the legs together to the right or left of the body assuming an "s" curve, and/or crossing the ankles.)

e. Child should be made aware of the proper way to sit but should not be constantly reminded of it.

3. Sitting on floor.

a. Sitting on the floor should not be done for long periods of time because of cutting off circulation in the legs.

b. Boys and girls with slacks or shorts on could assume an indian position.

c. Girls in shirts should remember to keep their shirts pulled down. Assume a curved position with their legs turned either to the left or right and the lower leg slightly behind the top leg.

4. Sitting on a sofa or bench.
   a. Do not grope over entire sofa or bench.
      1. Palm inward, run fingertips toward front of sofa to see if anyone is seated.
   b. After seating spot is located, back up to sofa with back of the knees, touch the sofa, and lower body gently to sitting position.
   c. The same procedure would be followed in a theater or auditorium.

I. KEEPING CLOTHES NEAT AND CLEAN:

A. Need: Establish places to keep clothing.

1. Sufficient divided drawer space.

a. Non-crushable items.

(1) Underclothing.

(2) Sweaters, blouses, shirts.

(3) Slacks, shorts.

2. Sufficient Closet Space.

a. Keep clothing separated.

b. Don't place too close together.

c. Hang up easily wrinkled clothing.

d. Keep hangers hung in one direction.

e. Button all buttons, zip all zippers on dresses and shirts and blouses.

f. Hang dress pants by cuffs on pant hangers.

g. Hang shirts by waistband on multiple hangers, clip clothespins or large safety pins.

h. Coat buttons and zippers should be fastened.

B. Keep and adequate supply of cleaning articles.

1. Detergents, bleaches.

2. Cleaning fluids.

3. Water softeners.

4. Clothes brushes.

5. Sewing supplies.
   a. Needles.
   b. Threads.
   c. Scissors.
   d. Thimble.

C. Wear underclothes and play clothes only once and then clean before placing in drawers.

D. Helpful hints.
   1. Send dry clean articles to cleaners periodically.
   2. Store unused woolens in moth crystals.
   3. Use of deodorants will help in keeping clothes cleaner longer.
   4. Store mittens, gloves in pairs.
   5. Repair rips, tears and replace missing buttons before putting away, when possible.
   6. Stuff hat crowns with tissue to prevent crushing.
   7. Clean shoes and boots before putting away. Make sure they are dry.

II. USING LINT REMOVERS:

A. Types.
   1. Roller type with tape.
   2. Clothes brush.
   3. Magnetic brush with foam rubber.
   4. Masking and scotch tape.
   5. Vacuum type.
   6. Ball of nylon net.

B. How to use.

1. In using all of these types, you start at the top of the garment and work down, covering the entire garment. Pay particular attention to the areas that rub together or come in contact with tables, chairs, etc.

C. Most washers and dryers have lint filters; therefore, clothing does not seem to have much lint.

III. PURPOSES OF SHOES:

1. For partially sighted.

1. Items needed.

a. Small damp cloth for wiping dust and dirt off shoes.

b. Shoes.

c. Proper color of polish (paste or liquid).

d. Polish applicator (small sponge or soft cloth).

e. Polishing cloth (or old sock).

2. Proper procedure for applying polish.

a. In one hand, pick up shoe.

b. With other hand, take small damp cloth and clean shoe free of dust, starting at top of shoe and working around.

c. Do same with other shoe.

d. Remove lid from polish container.

e. Pick up applicator and hold polish container with other hand.

f. Using circular motion, put sufficient amount of polish on cloth.

g. Pick up shoe in one hand and apply polish, using circular motion, starting at toe.

h. Repeat steps 5, 6, and 7 each time more polish is needed.

i. Do same with other shoe.

j. Allow time to dry (at least five minutes).

3. Proper procedure for shining shoes.

a. Pick up shoe in one hand.

b. Pick up polishing cloth in other hand.

c. Using circular motion, starting at toe, rub shoe with soft cloth, working all the way around shoe.

d. Do same with other shoe.

B. For Blind.

1. Items needed.

a. Bar of soap.

b. Desired color of paste wax.

c. Soft damp cloth for cleaning shoes.

d. Soft cloth for shining.

2. Proper procedure for applying paste.

a. With soft, damp cloth, clean shoes free of dust and grime.

b. Go to bathroom, turn on water and dampen hands.

c. Pick up bar of soap and work into leather.

d. Work leather into hands and under fingernails until dry (hands will feel somewhat sticky but not too uncomfortable).

e. Open paste container.

f. With one hand, hold container and with other hand (with circular motion) get sufficient amount of paste on fingers.

g. With circular motion, starting at toe, apply polish, working all the way around shoe.

h. Do same with other shoe.

i. While shoes are drying, go to bathroom and wash hands thoroughly; dry them. If steps 2, 3, and 4 were followed thoroughly, there will be no polish left on fingers or under fingernails.

3. Proper procedure for shining shoes.

a. Pick up shoe in one hand.

b. Pick up shining cloth in other hand.

c. Using circular motion, starting at toe, rub shoe with soft cloth, working all the way around shoe.

d. Do same with other shoe.

C. Proper care of shoes.

1. Have designated place for keeping shoes when not being used.

2. When putting shoe on, use shoe horn to keep from breaking down back of shoe (or use thumb when no horn is available).
3. Polish shoes at regular intervals.

IV. HOW TO PUT A CLOTHES HANGER:

1. Hanging a coat, dress, shirt, blouse, sweater with open front.
   1. Fasten the collar, place garment on table or bed surface.
   2. Pull front edges together and straighten sleeves outward.
   3. Pick hanger up with dominant hand and with non-dominant hand, hold shoulder of garment.
   4. Insert hanger inside that shoulder.
   5. Holding hanger in garment with non-dominant hand, slightly open garment to place hanger inside other shoulder.
   6. If possible, either button top button or zip to hold garment on hanger.
   7. Grasp hanger by hook and hang hook on rod so that hook is toward the back of closet.
2. Hanging pants or slacks.
   1. Fold pants lengthwise (refer to folding clothes).
   2. Pick up hanger with dominant hand and hold pants by cuffs with non-dominant hand.

3. Put cuffs through hangar until they hang evenly (cuffs should meet waistband after hung).
4. Swap hangar by hook and hang back on rod so that hook is toward back of closet.
5. If pant hangars are available, lay folded pants on flat surface.
   a. Place hangar above pants at cuffs.
   b. With thumb and index finger, push clamps together and insert left corner of cuffs between clamps with right hand.
   c. Reverse hands and insert right cuffs between clamps.

C. Hanging shirts.
   1. Button at waist of shirt or zip side or back.
   2. Lay shirt on flat surface.
   3. Find waistband.
   4. Insert ends of waistband into clamps as in hanging pants.
   5. Sometimes it is necessary to hang shirts, using safety pins, when shirt hangers are not available.

V. FOLDING CLOTHES:

A. Before teaching of folding clothing, teach child how to fold washcloths and towels.

B. Washcloths.

1. Use a solid flat surface on which to fold.
2. Place washcloth flat and unwrinkled on surface.
3. Align cloth with edge of table as a guide.
4. Find bottom left corner with left hand and grasp with index finger and thumb.
5. Find bottom right corner with right hand and grasp with index finger and thumb.
6. Bring bottom corners up to top corners.
7. With right corners still in hand, bring over to left corner, making a square.

C. Towels.

1. Use a solid flat surface on which to fold.
2. Place towel flat and unwrinkled on surface.
3. Align towel (with shorter edge) with edge of table as guide.
4. Find bottom left corner with left hand and grasp with index finger and thumb.
5. Find bottom right corner with right hand and grasp with index finger and thumb.
6. Bring bottom corners up to top corners.
7. Repeat Step #6.
8. With right corners still in hand, bring over to left corner, making a square.

D. Undershirts and t-shirts.

1. Locate label at neck of shirt and place shirt front down on solid surface so that neck is to the right and shirttail to the left (or vice versa).

2. Holding top of sleeve in left hand and bottom of shirt in right hand, bring up to meet top edge.

3. Take bottom of shirt over to meet neck and sleeve area with right hand.

E. Undershorts or underpants.

1. Locate label and place undershorts or underpants front down on solid surface lengthwise.

2. Bring bottom edge next to self up to meet top edge.

F. Socks.

1. Match socks together according to color, texture, etc.

2. Place socks together, toe to toe, heel to heel, top to top.

3. Bring top over to meet top of sock.

4. With thumb inside top of outer sock, and with other hand stuff socks inside of outer sock.

G. Pants or slacks.

1. Lay lengthwise on solid surface.

2. Find inside seam of both legs and bring together.
3. Bring outside seams in to meet inside seams.
4. Holding all seams together, hold up and shake out, allowing slacks to fall in place.
5. Fold in half bringing bottoms of legs up to meet waistband.

H. Slips and gowns.
1. Use a solid flat surface on which to fold.
2. Place slip flat and unwrinkled on surface lengthwise.
3. Fold in half to match straps and bottom.
4. Fold in half again by bringing straps to bottom.

I. Brassieres.
1. Place brassiere lengthwise on solid surface.
2. Fold in half between cups so that cups fit together.
3. Fold in half again so that fastener is beneath the cups.

J. Long-sleeved shirts, blouses, and pajama tops.
1. Place shirt lengthwise on solid surface.
2. Fold in half at collar matching sleeves.
3. Fold sleeves over and down.
4. Fold again bringing collar down to meet botton of shirt.

5. Depending on size of garment and drawer space, another fold can be made.
6. Articles of clothing that crush easily should be hung in closet.

VI. PUTTING CLOTHING AWAY:

A. Arranging clothes in dresser drawers.

1. Child should be allowed to explore facilities.
2. Small personal and non-crushable clothing.
   a. Underclothing
   b. Sweaters, blouses
   c. Shorts, slacks
3. Stationary dividers are helpful conveniences.
4. Designate certain drawers for certain clothing, i.e. Top Drawer

   Underclothing

   1. Socks rolled up/turned down
   2. T-Shirts, brassieres folded
   3. Underpants, shorts laid flat
   4. Small box for barrets, ribbons, ties, etc.

   Middle Drawer

   1. Shirts, blouses, and sweaters
   2. Pajamas

   Bottom Drawer

   1. Slacks, shorts

5. Limited drawer space calls for hanging up of blouses, shirts, sweaters.

B. Arranging clothes in closets.

1. Child should be allowed to explore closet facilities.

2. Inside of door can be utilized for shoe bags, hooks for robes, and towel racks.

3. Top shelf used for hats, mittens, boots, and seldom used for clothing.

4. Designate certain rod areas for certain clothing.

a. Hangers should be hung in same direction.

b. Different types of clothing should be separated.

c. Good clothing can be hung at one end of pertaining section.

5. Basket can be placed on floor for soiled clothing.

C. Helpful hints.

1. Always clean, and make sure they are dry, shoes and boots.

2. Be sure buttons, zippers are fastened before hanging up clothing.

3. Hang only clean clothing up.

4. Put gloves, mittens away in pairs.

5. Avoid crushing clothes hung too closely.

6. Stuff crowns of hats with tissue to avoid crushing.

7. Limited space can be remedied by extra closet or hooks used for coats.

VII. [illegible] FOR CLOTHING REPAIRS:

A. Items needed.

1. Damaged clothing.
2. Buttons, snaps, etc.
3. Needle, thread, thimble, scissors, needle threader, straight pins, small slide browning ruler.
4. Iron-on patches.
5. Iron and ironing board.

B. Repairing clothing (example: missing button on shirt).

1. Safety pin should be placed on item where button is missing after item is laundered. (Safety pin makes it easier to find location of missing button.)
2. Using needle threader, thread needle (double thread) and knot, with help of cottage parent if necessary.
3. Locate appropriate button.
4. Place thimble on middle finger.
5. Pick up item to be repaired in one hand and needle and thread in other hand.
6. Insert needle through middle of safety pin in material, then place button on needle and slide down.

7. Pull needle completely through until knot meets material.
8. Push needle back through second hole.
9. Remove safety pin.
10. Repeat procedure 3 or 4 times.
11. Pull needle through on wrong side and knot.
12. With scissors, cut thread.

C. Sewing broken seam.

1. Locate broken seam in item to be repaired.
2. Starting at one end of broken seam, use over-cast stitch working up to other end of broken seam.
3. If running stitch is used, repeat twice.
4. Bring thread through on wrong side and knot.

D. Hemming.

1. Turn edge approximately 1/8 inch and press.
2. Turn up edge to desired length and pin (with straight pins).
3. Pick up material at edge of pinned hem; fold material back even with pinned hem.
4. Locate a seam and use as guide to start and stop.
5. Using double thread, (knotted) insert needle through both thicknesses, pulling thread all the way through.

6. Space stitches about 1/4 inch apart.
7. Sew all the way around until you reach starting seam.
8. Pull thread on wrong side of material and knot, cut thread.

E. Iron-on patches.
1. Lay damaged side up on ironing board.
2. Locate appropriate patch.
3. Lay patch adhesive side down on top of damaged area.
4. With hot iron, using circular motion, press for several seconds.
5. Do not remove from ironing board until required item has cooled.

VIII. WASHING AND DRYING CLOTHES:

A. Washing clothes.
1. Sorting.
a. Place towels and sheets together (do this because the roughness of the towels helps clean the sheets).
b. Nylons and lingerie.
c. Light colored clothing.
d. Dark colored clothing.
e. Place white clothing with light colored clothing or with white sheets depending on the individual.

2. Washing.

a. Use approximately 1 cup of detergent of choice. (May vary with brand of detergent used.)

b. Add bleach according to instructions (if desired) to white clothing.

c. Add fabric softener if desired during final rinse cycle.

d. Before each load, set water temperature as desired.

e. Following instructions on the machine being used, start machine.

B. Drying Clothes.

1. Pylons and lingerie should be dried in cool dryer to prevent yellowing of clothing.

2. If space allows in dryer, all other loads may be placed together at warmer temperature.

3. Follow instructions on dryer being used (in the home).

4. Drying Clothes on Clotheslines.

a. Make sure clothesline is clean.

b. In hanging sheets, blankets, etc., fold article in half, pin on line at hems of sheet or binding of blanket.

c. Shake out towels and pin them to line lengthwise.

d. Socks should be hung by toes.

e. Blouses and shirts should be hung at hems.

f. Work pants and jeans dry better when hung individually at waistband.

g. Dress pants dry without requiring ironing if hung as one folds pants (see folding clothes).

h. Underpants and shorts dry more quickly when hung at waist line.

i. The article being hung on line must be held at corner or edge by left hand with about an inch of the material placed over the line. With the right hand, push clothespin over material securely. Do the same thing at the right corner, reversing hands. That is, hold the material with the right hand and put on the clothespin with the left hand. When using the spring clothespins, push the clothespin apart using the thumb and index finger and put line and material between the two clamps of the pin.

j. In teaching a blind child to hang clothes on a line, it would be best to show them how to hang each article separately, then teach them how to overlap clothing and hang together.

II. [illegible]:

1. Prepare clothing first--to dampen lay article on flat surface such as table, use sprinkler to wet lightly, paying attention to collars and cuffs.

B. Fold article lengthwise and roll tightly.

C. Place in plastic bag or wash basket.

D. Ironing procedure for each item.

E. Recommended for linen or pure cotton and starched items.

F. Place basket where you intend to stand so that it touches right foot. Familiarize child with ironing board, how to set it up and lock in position, according to height of individual. Curve cord to the left and within four feet of outlet.

G. Place iron in upright position (setting on heel of iron) about six inches from wide end. Holding iron with left hand, slide hand down cord to plug, locating outlet, plug in. Iron should be held firmly while plugging in; on the board.

H. Set iron to desired temperature. Having dials pre-marked heralded. Hold iron with thumb at thumb indentation and fingers over handle. Ironing iron--slide hand along edge of board to cord. Slide hand up cord to trim.

I. Order of ironing:

1. Collar--laying flat--directly in front of you. (Iron both sides of collar.)
2. Shoulder seams or yoke--over curved end.
3. Sleeves--directly in front of you with shoulder seam lined up with edge of board and curved end.
4. Left front--directly in front of you with seams aligned at edge of board.
5. Back--placed directly in front, seams at edge of board.
6. Right front--same as left front.

J. Dress--Do top first, then skirt, sliding board inside of skirt.

K. Skirt--Work from waist band toward hem. Iron from end to end, then side to side.

L. After ironing each area replace iron in upright position at designated end of the board.

M. Hang items on hangers, buttoning top button so it will hang straight.

E. PUTTING AWAY TOYS:

A. A specific place should be designated for the toys to be kept.

1. Shelves should be a proper height for the child to reach.

2. Child should be consistent in placing toys in same place on shelf.

3. Adult would have to work with child for an adequate amount of time.

B. Familiarize child with room and shelves.

1. Show child where toys are placed, and explain that when he has finished playing with them, he is to return them to the proper place.

C. Locating toys on floor.

1. Locate toy on floor, pick up, and hold in one hand, unless the toy is too large.

D. Returning toy to shelf.

1. With free hand extended with palm toward body, child locates shelf and returns toy to proper place.

E. Care of Toys.

1. Teach child proper care and handling of toys. Observe child in his play; if he is misusing toy, show him the correct way to use it.

2. Impress upon the child that the toy is to be played with and not used for other purposes, such as throwing or flipping.

3. Encourage child to play with only one toy at a time.

F. Be consistent in procedure and use of vocabulary, making certain the child understands your language.

II. PUTTING AWAY BOOKS (SPECIAL PROCEDURE WILL BE USED FOR BOOKS AS WELL AS TOYS)

A. A specific place should be designated for books to be kept.

1. Shelves should be at a proper height for child to reach easily.

2. Only one book should be used at a time and replaced in proper place before choosing another.

B. Locating book on table.

1. Locate book on table, pick up, and hold in one hand.

C. Returning book to shelf.

1. With free hand extended with palm toward body, child will locate shelf and return book to proper place.

2. With hand on spine of book, return to shelf.

3. The dominant hand will replace book to shelf while the other hand helps to find place on other books or somewhere beside other books. This hand will often have to hold books back which already are on the shelf.

B. Care of books.

1. Teach child proper care and handling of books wherever child is (at home, if book is being observed, show child proper care and usage.

2. Impress upon the child that a book is to be looked at or read and not used as a toy.

3. Be consistent in use of vocabulary and procedure.

III. STORING A BED:

A. Removing top spread.

1. Grasp spread with both hands, remove from bed and lay spread flat on designated place on floor.

2. If light weight blanket is being used under spread, remove with same procedure as spread.

B. Removing top sheet.

1. Remove top sheet, using same procedure as was used in removing spread and blanket.

2. Place sheet on top of spread on floor.

C. Removing bottom sheet.

1. Reaching to upper right hand corner, and rolling rolled bed to upper left hand corner, undo corners of sheet.

2. Grasp bottom sheet with both hands and remove from bed.

3. Lay on top of soiled sheet on floor.

D. Removing pillow case.

1. Grasp end of around end of case with both hands and remove pillow from pillow case.

2. Put pillow case (soiled) on top of soiled laundry on floor.

3. Locate all four corners of spread, one at a time, and bring together to form bundle.

E. In the beginning, child should be under constant supervision. Be consistent in procedure and use of vocabulary.

XIII. CORRECT PROCEDURE FOR PUTTING ON SHEET, BLANKET, AND BEDSPREAD:

A. Correct procedure for putting on sheet.

1. Standing at foot of bed, grasp bottom of sheet (end with small hem) with both hands.

2. Shake sheet straight out, still standing at foot of bed. (Sheet should fall full length of bed.)

3. Center sheet by using middle fold as guide. (Both sides of sheet should be approximately even distance from floor.)
4. Top end of sheet should be even with top edge of mattress (or tuck in at top and bottom if sheet is long enough
5. Using one hand, lift bottom edge of mattress; with other hand, tuck sheet under all the way to the end of mattress.
6. Drop sheet on side edge approximately six inches from bottom end of bed. Lay edge of sheet on bed.
7. With both hands, tuck remaining three-corner fold under edge of mattress.
8. With both hands, grasp edge of side sheet, which as previously laid on bed and fold under mattress.
9. Walk to opposite side of bed and repeat steps 6, 7, and 8.

B. Correct procedure for putting on top sheet.
1. Repeat steps 1 through 7 (i.e. Correct procedure for putting on sheet.)
2. With both hands, grasp edge of side sheet, which previously lay on bed, and let hang loosely. (Do not tuck under, as was done with bottom sheet.)
3. Repeat steps 6, 7, and 8 on opposite side of bed.

C. Correct procedure for putting on blanket.

1. Standing at foot of bed, grasp bottom of blanket (using binding on either end as guide) with both hands.

2. Shake blanket straight out, still standing at foot of bed. (Blanket should fall full length of bed.)

3. Center blanket by using middle fold as guide. (Both sides of blanket should be approximately even distance from floor.)

4. Top edge of binding should be even with top edge of mattress.

5. Using one hand, lift bottom edge of mattress; with other hand, tuck blanket under all the way across end of bed.

6. Grasp blanket on side edge approximately 6 inches from bottom end of bed. Lay side edge of blanket on bed.

7. With both hands, tuck remaining three-quarters of side under edge of mattress.

8. With both hands, grasp edge of side blanket, which previously lay on bed, and let hang loosely. (Do not tuck under, as one does with bottom sheet.)

9. Repeat steps 6, 7, and 8 on opposite side.

D. Correct procedure for putting on spread.

1. Standing at foot of bed, grasp one end of spread with both hands.
2. Shake spread straight out, allowing extra length at top to cover pillow.
3. Center spread by using middle fold as guide. (Both sides of spread should be approximately even distance from floor.)
4. Using one hand, lift bottom edge of mattress with other hand, secure spread under mattress, all the way across end of bed.
5. Drape spread on side edge approximately 6 inches from bottom end of bed. Lay side edge of spread on bed.
6. With both hands, tuck remaining surplus fold under edge of mattress.
7. With both hands, grasp edge of side hedspread, which previously lay on bed, and let hang loosely. (Do not tuck under, as one does with bottom sheet.)
8. Repeat steps 4, 5, and 6 on opposite side of bed.
9. Drape bed at top of spread, fold back evenly approximately 12 inches from head of bed. (Allowing enough spread to cover pillow.)

10. Place pillow at head of bed.
11. Grasp top hem, which was previously folded back, and pull up towards head of bed and cover pillow. Smooth out any wrinkles.
12. Be consistent in procedure and use of vocabulary.

XIV. PUTTING ON A FITTED MATTRESS COVER:

A. With muslin edges.
1. Find approximate center of bed.
2. Holding one side of rubber sheet, pull toward self until rubber is even with mattress edge.
3. Tuck muslin edge under mattress.
4. Walk to other side of bed; hold muslin edge, pull free of wrinkles, and tuck under mattress.

B. With fitted corners.
1. Holding one corner of sheet, slightly lift mattress and place over one corner of mattress.
2. Begin with remaining three corners.
3. In fitting fourth corner of sheet to mattress, mattress will have to be lifted and fitted into sheet.
4. Rubber sheeting is already centrally located.

XV. PUTTING ON A PILLOW CASE

A. For a larger child.
1. Pick up a pillow and place one end under chin.

2. Arrange the pillow cases on either side of the open end.
3. Bring open end of the pillow cases to bottom of pillow.
4. Put bottom end of pillow into the pillow case above end.
5. Remove pillow from under chin.
6. Shake pillow down into pillow case.

B. For a smaller child.

1. Lay pillow on a bed.
2. Have child stand at one end of the pillow.
3. Have person on both sides of the open end of case.
4. Fold pillow case into pillow with inviting welcome.

VII. MAKING BED EASY:

A. Assuming that the bed is not completely stripped up.

1. Remove pillow and put it in a convenient place.
2. Smooth out the mattress in the bottom sheet by using the palms of the hands, starting from the middle of the bed, out and up. (Make sure the cards and pillow are turned in properly.)
3. Top sheet.
   a. Arrange the top hem of the top sheet and fold up to the head of the bed. Smooth out mattress in the same manner as the bottom sheet.

b. Straighten right side of sheet, by placing the left hand firmly on the side or edge of the bed, grasp the side of sheet which is hanging over the bed and pull down gently. (Start at the top of the bed and work down to the bottom.) Make sure the bottom of the sheet is still tucked in securely. (Repeat procedure on the other side, changing hands.)

4. Bedspread.

a. First check to see that the bedspread is still securely tucked. Since most spreads are quite large, the child should work with half of the spread at a time.

b. Using both hands, gather up about an arm's length of material, start pulling the spread up to the top, gently releasing the gathers as the spread is brought up. (Repeat same procedure on other side.)

c. There will be an excess of material at the top to turn down for pillow. Have child locate top hem again. With right hand, fold the spread (approximately an arm's length) back over the top of the spread. The child can lay the palm of one hand on fold and smooth the part of the spread that is folded back with the other hand. (The sides of the spread should be straightened using same procedure as top sheet.)

d. After fold for pillow is made, grasp the ends of the pillow, place at top of bed with the long side of pillow being flush with head of bed. (Also check to see that the fold in spread is about half way under pillow.

e. Find top hem of the spread. Grasp approximately at the middle end edge of the bed, pull up over the pillow and tuck spread down between pillow and top of bed. (Repeat on other side.)

f. After bed is completed, run the palms of hands over entire bed to check for wrinkles.

VIII. PACKING A SUITCASE:

a. In separate neat piles, lay out different items to be packed. (On a bed is suitable.)

b. With suitcase open (on bed) place clothing which requires little or no ironing in bottom of suitcase folded as flat as possible.

c. If suitcase has pockets, small items which require little or no ironing may be placed in pockets. (Pockets can also be used for breakable items.)

d. Items such as folded blouses, shirts, dresses, etc. may be placed in suitcase next.

e. Folded slacks or pants may be placed on top of blouses, etc.

F. In placing items in suitcase, try to lay items evenly so that space is not wasted and clothing stays in place.

G. After suitcase is full, close and check around edge to see if anything is caught or hanging out.

H. Also check to see that locks are securely fastened.

I. Be sure suitcase is properly tagged.

XVIII. PACKING SUITCASE WITH HANGERS:

A. The bottom half of suitcase would be back in the same manner as a regular suitcase (refer to packing of regular suitcase).

B. Pull down the frame which holds clothes in place.

C. Remove rod at the bottom of the lid.

D. Most suitcases have three to four hangers in them.

E. Take out hangers.

F. Hang clothes on hangers (see hanging of clothing).

G. Place hangers between bars at top of lid in between grooves on the lower bar.

H. Bring tab down which is attached to top bar. Secure this at the end of bottom bar.

I. Place rod in openings at bottom of lid. This will fit approximately at the waist of a dress.

J. Bottom of dress would be resting on frame (which had been previously lowered).

K. Lift frame upward to top of lid. Depending on length of article, hem might lip over frame. Most frames do not hook too securely.

L. Lift flap and secure.

M. Close suitcase.

XII. PACKING A GARMENT BAG:

A. Lay garment bag on flat surface and unzip (usually at side).

B. Fold back top part of bag, making certain that the loop at the top of the bag is not snapped.

C. Go to closet and select suits, shirts or blouses, etc. (Limit to no more than three suits and three shirts, according to bulkiness of clothing.)

D. It is best to lay each article of clothing on bottom part of bag individually, making certain heavier garments are laid in first; i.e., suits.

E. Straighten each article as you place them in to prevent wrinkles.

F. Make sure that all of the hangers are going in the same direction.

G. Snap tab around hanger hooks.

H. Zip bag being careful not to zip clothing.

I. When zipper is adjacent to snap, tie strings around the hanger hooks. (Strings are attached to the tab of the zipper.)

J. The bag can be hung on hooks to side of car or laid out carefully in back seat of car.

I. INTRODUCTIONS:

A. General Etiquette.

1. Good manners are most important. It shows kindness and consideration for other people. They should be started at an early age.

2. Practice--manners soon will become a part of you. Use them every day.

3. Know the "Magic Words" ("Thank You," "Please," "Excuse Me") and when and how to use them.

B. Making Introductions.

1. When making an introduction, speak slowly and distinctly.

2. During the introduction, always look at the person whose name you are saying (for the visually handicapped, use military aids to face person).

3. In any situation, if you forget a name, ask rather than covering up by mumbling.

4. Men--Women.

a. Men and boys are always introduced to women and girls. (i.e. Mary Smith, this is Dave Jones.)

b. Men shake hands with the woman, only if she extends her hand first.

c. Women may shake hands, but they don't have to.

5. Older People--Younger People.

   a. Younger people are usually introduced to older people. (The exception is in a man-woman introduction.)

6. Acknowledgment of Introduction.

   a. Verbal.

      (1) The most appropriate acknowledgment is, "How do you do."

      (2) "Hello" is appropriate in a young peer group.

      (3) Never say "I've heard a lot about you."

7. Handshaking.

   a. To shake the person's hand, bring the right hand up from the side and extend the arm with the elbow slightly bent so that the hand is in front of the body at waist level.

   b. Turn the hand sideways, with the fingers together and thumb pointing upward at a slight angle.

   c. Grasp the other person's hand firmly and gently shake it once or twice. (A boy's handshake should be firmer than that of a girl.)

8. Standing up.

   a. Men and boys always rise.

b. Women and girls always rise when being introduced to older women--rising is optional in other situations.

II. CONVERSATIONS:

A. "Eye Contact"

1. Always turn the head in the direction of the person speaking or being spoken to.

2. If in a large group, face the principal speaker.

B. General etiquette.

1. Listen politely to what others have to say; do not interrupt.

2. Do not monopolize the conversation.

3. Speak clearly with a normal voice; do not shout.

4. Try to draw everyone into the conversation. Do not choose a subject that limits the conversation to just a few.

III. TELEPHONE SKILLS AND MANNERS:

A. The telephone is not a toy--never play with the phone or allow children to play with it.

B. Be sure the phone is properly replaced after using.

C. The phone looks more attractive and less apt to be damaged if the cord is kept straight and the place it is kept is uncluttered.

3. Do not make pencil or ernie calls. This is not only in bad taste and annoys but also <u>delays</u>.
4. Do not tie up the phone with long obstructive conversations.
5. Become familiar with the operation of various kinds of phones such as wall, coin, and the various types of hand phones.
6. Listen to and learn to interpret the meaning of the following telephone sounds: dial tone, ringing signal, busy signal, malfunction signals.
7. Learn the correct way to hold the telephone receiver, talk directly into mouthpiece and to replace it in the cradle.
8. Learn to use the five-finger method of dialing:
   1. Place the little finger of the right hand in the first hole above the finger stop and the remaining finger in each consecutive hole. The index finger is used in numbers four and five.
   2. Use the finger in the desired hole to bring the dial all the way around to the finger stop.
   3. Do the same for the numbers on the bottom, placing the little finger in the zero and using the index finger in number six and seven.

4. Allow the dial to return to its normal position after dialing each number.

5. If preferred, locate the number of holes by merely counting with the index finger from above or below the finger stop, depending on the location of the number, and dial with the index finger.

6. If two consecutive numbers are the same or in close proximity, allow the finger to follow the dial back to its normal position so that time will not be wasted relocating the number.

7. Answering of calls.

   1. Answer only if it is your privilege or duty.

   2. If it is a phone other than a residence, answer by giving the name of the establishment and your name, otherwise a clear "Hello."

   3. If the call is for someone else, say "One minute, please," or "I'll get her," or some other polite and appropriate reply. Get the party as soon as possible. If the party is not there, say "Sorry, she isn't here, may I take the message?".

   4. Practice taking messages by remembering them or by recording them in writing.

   5. If it is necessary to ask the party for identification, ask "To whom am I speaking?" or "Who is calling please?".

6. If the call is a wrong number, say "I am sorry. I think you have the wrong number. This number is _____." Have use an accepted form of voice.

7. Endure the noise as much as possible anytime you are using the telephone.

E. Learn to call "information" (known as Directory Assistance) and practice writing down numbers or remembering them.

F. Learn how to use the telephone to obtain help in case of an emergency.

IV. BLINDISMS, FACIAL EXPRESSIONS, AND GESTURES:

A. Blindisms.

1. Become familiar with the various blindisms which are unacceptable in the sighted world.

2. Evaluate personal problems and devise ways to attempt to solve them in order to rid one's self of these mannerisms.

B. Facial expressions.

1. Become familiar with and practice facial expressions appropriate to various occasions.

2. Try to eliminate inappropriate facial expressions.

3. Establish appropriate "eye contact."

C. Gestures and motions.

1. Become familiar with the gestures and motions used by sighted people.

8. Learn how to perform the following gestures and actions:

a. Writing.

(1) "Hello" or "Good-by."

(2) Writing common words.

b. Cupping the hand when writing so that the voice will carry further and louder.

c. Holding one hand slightly over the mouth to suppress fricative when whispering so as not to disturb others.

d. Framing one's self with the hand or a megaphone.

e. Pointing.

(1) With one finger.

(2) With the hand.

f. Gesturing someone to come forward or to stop further back.

g. Gesturing someone to come forward by bringing the palm toward the face.

h. Demonstrating the height or width of something.

i. Cupping the hands to for drinking water.

j. Clapping.

k. Shaking hands.

l. Pledging the Flag.

m. Bowing or curtseying.

n. Sitting down and smoothing a skirt or slacks.

c. Snapping the fingers.

g. Flicking something away.

q. Kneeling on a knee.

3. Hand.

a. Nodding to signify "yes" or "no" when crying it.

b. Turning the hand when counting.

c. Nodding to motion "Let's go!"

d. Waving the hand only.

4. Miscellaneous motions.

a. Stooping.

b. Bending.

c. Gathering scraps from a table into one pile and directing them into a waste can, hand, or other container.

d. Sitting with hands folded on lap.

e. Standing with the arms at one's side.

f. Bowing in front of an altar or a cross.

5. Functioning.

a. Riding a bicycle.

b. Riding a horse.

c. Climbing a mountain.

d. Hammering, sawing.

e. Swimming.

f. Rocking a baby.

g. Whittling.

V. SOCIAL ACTIVITIES:

A. Behavior.

1. Be courteous and considerate of other people at all times.
2. Do not sit on tables, counters, or steps.
3. Be appropriately dressed for the occasion.
4. When attending a performance, be quiet and courteous to all performers.
5. When any organization, etc. sponsors an activity, be sure to thank them and tell them you enjoyed it.
6. Be loud and boisterous anywhere at any time.
7. Keep conversations on appropriate topics for social occasions.
8. Do not be a "litter bug."
9. Be courteous and respectful to all chaperones.
10. If you leave an activity, notify chaperone and return to cottage.
11. If anything is spilled or burned over, clean it up or ask for help.

B. Games and recreation.

1. A student should acquaint himself with various games and activities and with their various rules.
2. Games suggested are as follows:
   a. Card games.
      (1) Bridge.

(2) Pinochle.

(3) Rook.

(4) Rummy.

(5) Hearts.

(6) Old Maid, War, Fish, etc.

b. Games.

(1) Monopoly.

(2) Checkers.

(3) Bingo.

(4) Chinese Checkers.

(5) Chess.

(6) Dominoes.

(7) Darts.

c. Action games.

(1) Musical Chairs.

(2) Upset the Fruit Basket.

(3) Scavenger Hunts.

(4) Shuffle Board.

(5) Bowling.

(6) Pool.

(7) Record games.

(8) Ping Pong.

d. Crafts.

(1) Knitting, crocheting, sewing.

(2) Ceramics.

(3) Finger painting, painting, etc.

(4) Paper Mache.

(5) Clay.

(6) Leather work.

(7) Collages.

(8) Coloring books.

(9) Sculpturing.

c. Outdoor activities.

(1) Baseball.

(2) Basketball.

(3) Volleyball.

(4) Soccer.

(5) "Red Rover" and "Mother May I."

(6) Record games--Bunny Hop, Mexican Hat Dance.

VI. DATING:

A. Recommendations.

1. It is recommended that before formal dating is started, parental permission be obtained.

2. Be aware of your surroundings and the appropriateness of your actions at all times.

B. General conduct--boys.

1. A boy should ask for a date at least a few days before an informal affair, two weeks to a month before a formal dance.

2. A boy is well-groomed and appropriately dressed for the occasion.

3. A boy is courteous and sincere.
4. A boy never deserts his date for another girl.
5. A boy doesn't talk about other dates to a girl he is with.
6. A boy is a good listener, as well as a good "talker."
7. A boy does not act loud and boisterous; he never swears.
8. A boy can take "no" for an answer.

C. General conduct--girls.

1. A girl is ready when her date calls for her.
2. A girl is attractively and appropriately dressed.
3. A girl is natural and sincere.
4. A girl should not flirt with other boys or talk about other dates.
5. A girl should not apply makeup in public.
6. A girl should be considerate of a boy's wallet.
7. A girl should be able to keep up a conversation.
8. A girl should be aware that boys may be easily aroused.

D. Wind-up item (a note to dates).

1. Don't make the mistake of presuming that all dates have to end in a big clinch--or even a little hearty hand-holding. Girls distrust a boy who is a "grabber"; boys don't stay interested long in an "easy number."

SECTION FIVE

PERIPHERAL EQUIPMENT CIRCUITS

I. WASHING AND DRYING DISHES:

A. First scrape all pots and pans at the sink into a refuse container or garbage disposal. Rinse. Stack pans at washing area (at furthest end).

B. Gather dishes, take to sink and repeat scraping and rinsing and stacking. Stack next to pots and pans.

C. Gather silverware, repeat scraping, rinsing and stacking.

D. Gather glassware and repeat procedure.

E. Have dishes lined up in order which they are to be washed.

F. Fill sink with water, detergent, dishcloth. Have drainer to put rinsed dishes in.

G. If storage area is on left, washing should be to right. Wash from right to left unless left handed.

H. Wash sharp knives first, for rinsing hold under faucet, hot running water, dry. Use large clean soft towel, rub briskly each item. For dishes use circular pattern. Put away. Storage should be consistent in placement of items, always the same place.

I. Wash glasses first, rinse and dry and put away.

J. Wash silverware paying special attention to forks, indentations of spoons, blades of knives. Rinse, dry and put away.

E. Wash dishes, repeat procedure.

F. Wash pots and pans, repeat procedure.

G. Drying.

1. Use large clean soft towel, rub briskly each item in circular pattern.

2. When doing glasses, put towel inside each glass holding glass with corner of towel to avoid finger prints.

II. USE OF DISHWASHER:

A. Use first three steps for washing by hand.

B. Place dishes in washer in the area designed to hold them.

C. Put <u>only</u> dishwasher compound in detergent holder.

D. Close door and lock. Set dials in position. Dials should be brushed.

E. Dishes will dry right in washer.

III. DUSTING AND POLISHING OF FURNITURE:

A. Assemble all articles needed--polish, preferably a spray container to avoid spilling, and a cloth (use a clean, soft cloth).

B. Shake can to mix well, take off cap, locate spray nozzle, make sure nozzle is pointed directly at cloth. Spray cloth, checking to make sure there is not an excess of polish on one spot.

f. Begin at one point in a room and work in
sections in a pattern so as not to miss anything
in case of dusting--remembering pictures and
other articles on walls.

g. Be sure care is to be taken to be free of all objects.

h. Work on surface in a definite pattern from one
point to another (whether it be in a circular
motion or back and forth or side to side, etc.).
Overlap on each motion.

i. Return cleaning articles to proper place.

IV. CLEANING FLOORS AND CARPETING:

A. Using a vacuum cleaner and carpet sweeper.

1. Become familiar with the vacuum cleaner
and how it operates.

2. Move small and lightweight furniture away
from the area about to be vacuumed. Move
one piece at a time and return after cleaning
the area.

3. Assemble the hose and place the floor or
carpet attachment to the end of the curved
hose.

4. Plug the vacuum cleaner into a safety
receptacle and turn on switch.

5. Place the right hand at the top of the straight
hose and the left hand about 2½ feet further
down the hose.

6. Hold the hose to the right side of the body.
7. Hold the hose so that the floor or carpet attachment is flat against the floor or carpet.
8. Start to vacuum in one corner of the room, using forward and backward motions.
9. Concentrate on a small area at a time and clean it completely before going on to another area.
10. Use furniture as landmarks and with the aid of some object placed in the room, mark off consecutive areas.
11. Stand in the middle section and work systematically, starting in the front to one side of the body and working to the other side.
12. Work across the room or move backwards, whichever seems to be easier to keep track of what has already been done.
13. Continue until the whole room is finished, moving the furniture as needed.
14. Vacuum the carpeting or floor again, following the same system but going in the opposite direction. This will pick up what was ed--
15. Unplug the vacuum cleaner, disconnect the hoses and attachments and store properly.
16. Clean out the holding container after each operation.

B. The electric broom.

1. Following the steps as used by the vacuum sweeper adding caution that electric broom's floor type selection is set properly according to the floor being cleaned.

C. Using the broom.

1. Move all small and lightweight objects from the area to be swept.

2. When sweeping in a small room, place an object in the center of the room. If sweeping a large room, divide the room into smaller areas and treat each area as a small room.

3. Start at the corner of the room and sweep toward the center of the room and the object, keeping the broom constantly in contact with the floor.

4. Systematically sweep around the area, always moving towards the object until the area has been completely swept.

5. Pick up the object and gather the dirt in a small pile using the broom as an aid by holding the handle of the broom at the top of the bristles with the right hand.

6. Holding the dust pan in the left hand, sweep the dirt onto it with the broom.

7. Move dust pan slightly and sweep to push remaining dirt onto it until all the dirt is gone.
8. If the pile does not stay together, repeat steps "6" and "8" above.
9. Move broom and dust pan to proper place.

V. Using a dry mop:

A. Use a dry mop or flower mop.
B. Hold it slightly to the right side of the body with the left hand at the middle of the handle, and the right hand over the top.
C. Position the room to be swept.
D. Move all small and lightweight objects from the area to be mopped.
E. Sop all dust and dirt to an object in the center of the room or section.
F. Systematically mop the whole room going as far as possible under each piece of furniture.
G. Hold the handle firmly and vigorously shake the mop outside. Be sure loose dust has been shaken from the mop head before replacing it in the storage area.
H. Replace all objects which had been moved.
I. Periodically, remove the mop head from the handle and wash it.

VI. WET MOP:

A. Assemble necessary items such as mop, pail, water; add cleaning agent. (Suggestions: type mops--cloth, squeegee, needle. Also, cleaners such as ammonia, Spic and Span, or vinegar. Plastic pail; water should be the right temperature.) Use mop on tile floors, linoleum, or wood.

B. Remove objects from area to be mopped such as chairs, tables, etc.

C. Following the same steps as for vacuuming (such as pattern, motions, etc.).

D. Rinse mop in clear water to clean, also rinse pail.

E. Place mop in proper place to dry; then returns to storage place such as broom closet or utility room, etc.

F. Return cleaning agents and pails to storage closet area.

VII. WAXING FLOORS:

A. Clear all furniture from the area to be waxed.

B. Prepare the floor for waxing by scrubbing it first.

C. Start in the corner furthest from the door and work toward the door so as not to step on any part finished.

D. For best results, use a soft clean cloth, small pan, and liquid wax.

E. The person should get on hands and knees with pan of wax to the side of dominance. Dip cloth in pan, squeeze out excess wax into pan. Apply the wax with a back and forth motion in front of the body completing one section at a time depending on the size of the room. Continue this procedure until the floor has been completely waxed.

F. Let the floor dry completely before walking on it.

G. Clean and store waxing equipment properly.

VIII. CLEANING THE BATHROOM:

A. Basin.

1. Collect items needed (cleaning agents, preferably liquid or spray foam, wet and dry cloth).

2. Spray basin with cleanser. Take wet cloth and start rubbing in circular motion in the bottom of basin working up the sides, and top edges including the fixtures.

3. Rinse cloth and basin thoroughly in same procedure as cleaning.

4. With dry cloth, wipe entire surface and polish fixture.

B. Tub.

1. Follow the same procedure as with the basin. Stress cleaning the corners and outside surface of tub.

2. When using a bath mat, it should be soaked periodically in a germicidal solution.

C. Shower and tile wall.

1. Most showers are located over the tub. Be sure to clean shower fixtures when cleaning the tub.

2. If shower curtain is used, make sure the curtain is inside of tub so all water will drain down. Leave curtain drawn until dry. If doors are used, be sure to use dry cloth to wipe off, working from top to bottom.

3. To clean tile walls, use a spray cleanser. Use a back and forth or an up and down pattern, cleaning a small area at a time. Work from the top of the tile wall toward the bottom.

D. Toilet.

1. Collect items needed (liquid bowl cleaner, bowl brush, cloth, and cleaning agent for outside of surface).

E. Flush the toilet then add required amount of bowl cleaner. Brush around and let stand for several minutes. Scrub, working well up and around the rim of toilet. Then flush.

F. With a solution of water and cleansing agent, using a cloth, clean entire outside surface of toilet, including lid, toilet seat, base, and tank.

II. CLEANING REFRIGERATOR AND FREEZER COMPARTMENTS:

A. Collect all items needed: baking soda or vinegar, dish cloth, towel, and pail of warm water.

B. Turn off refrigerator switch. Remove all frozen food from freezer and wrap in heavy paper or place in an ice chest to prevent thawing. Place pans of hot water inside freezer to hasten defrosting. (Same procedure for a deep freeze.)

C. Mix a solution of baking soda and water or vinegar and water in pail, using approximately one or two tablespoons of soda or approximately one-fourth cup of vinegar to one gallon of water.

D. Remove all food from door shelves and wet dish-cloth in solution. Wash shelves of door starting

at the top and work downward. Dry the shelves and wipe off all containers and place back on shelves.

E. Remove all food from refrigerator and wash down. Remove all bins and place in sink for washing. Starting at the top pulling out one shelf at a time, be sure to clean both sides of shelf. Dry inside of refrigerator.

F. Clean bins and replace.

G. Wipe off all containers before putting back in refrigerator.

H. Now wash out freezer in same procedure as refrigerator and replace all frozen food. Close doors and turn on switch.

I. Wipe with a damp cloth the outside surface of refrigerator and dry.

J. Tips.

1. One should defrost and clean refrigerator before marketing.
2. Place a rug or towel in front of refrigerator to keep floor clean.
3. Never chip ice from freezer unit as you may puncture a coil.
4. Line bins with paper towels to absorb moisture and keep clean.
5. To keep odor at a minimum, use one of the types of refreshening agents. (charcoal)

X. CLEANING OF STOVES (ELECTRIC AND GAS):

A. Use ammonia or commercial oven cleaner. Be sure room is well ventilated.

B. Take racks out and wash in sink. If sink is too small, using the bathtub is suggested.

C. Use a pan of water with detergent and a plastic scrubber to wash inside, top, back, sides and bottom. If broiler compartment is separate, use same procedure.

D. Wipe dry with clean cloth.

E. Return racks.

F. Top of stove.

1. Take removable parts off and soak and wash in sink. Do not immerse electrical units.

2. Wash surface with grease cutting solvent (ammonia or "Top Job," etc.).

3. Dry and polish with soft cloth.

4. Wash and dry front of stove.

5. Replace burner parts.

G. Suggestions.

1. It is suggested foil be used under burners.

2. Follow operating instructions in manual.

3. Commercial oven cleaners were not recommended as to the insuitability of use to a blind person.

XI. BOTTLES:

A. Types of lids.

1. Cork.
2. Snap on lid.
3. Screw on lid. (This is covered in another outline.)

B. To open cork type, use a cork screw opener. Grip the neck of the bottle firmly in non-dominant hand, press the tip of the cork screw into cork, screw the cork screw in clockwise direction and pull out cork.

C. Snap on lid can be removed by using the (flat) standard bottle opener. (This is an opener with the can opener on one end which makes a triangle cut in the can and a prong and lever on the other end. This end does not make a hole in the lid.) Insert prong under edge of lid, with lever on top of lid, pry up.

D. The snap on lid can also be opened with a case knife. Insert edge of knife under edge of lid, pry up the lid in small sections, working all the way around the lid. (Prying is done by holding knife firmly in dominant hand, bottle in other hand, using wrist action, turn the wrist in a counter clockwise manner about a quarter of a turn.)

XII. SNAP TOP CANS:

A. With one hand grasp can firmly around sides of can.

B. With other hand locate tab on top of can.

C. Insert index finger in hole in tab.

D. Lift tab up then pull back toward body until tab pulls off.

E. If tab should break before can is open, turn can over and open with standard bottle opener. (See Opening Other Cans)

F. Suggestions.

1. Wrap paper towel around index finger before inserting into tab to prevent cutting finger on tab.

XIII. CONTAINERS WITH SCREW-ON LIDS:

A. Grasp container in non-dominant hand.

B. With non-dominant hand, turn the lid counter-clockwise until the lid is free from container.

C. Putting the lid on container, hold container and lid with the same hands.

D. Turn the lid clockwise until the lid fits tightly.

E. If the lid is too tight, try holding under hot water, tapping side of lid with case knife.

XIV. OPENING BOXES:

A. In opening boxes find where box is sealed (on top) and run knife between sealed flaps.

B. In opening boxes without sealed flaps on top, press side of box in with thumb just below top

edge of box and pull up and back until entire top is open.

C. In opening boxes with a pull tab on top, simply find tab and pull until strip is off.

D. In opening boxes with cellophane covering, find loose end and pull strip and pull until cellophane covering is off.

XV. OPENING MILK CARTON:

A. Find side with creases in top of carton.

B. With thumb and index finger of both hands, bend corners away from you. Turn carton with creases closest to body.

C. With thumb and index finger, pull "V" shaped spout out for pouring.

XVI. CLOSING MILK CARTON:

A. Simply with thumb push spout back into carton.

XVII. OPENING CAN WITH MANUAL CAN OPENER:

A. Proper procedure for using manual opener.

1. Place can on counter.

2. Locate manual can opener.

3. In one hand, pick up opener, holding handles apart.

4. With other hand, locate top rim of can.

5. Place cutting edge of opener on inner rim of can.

6. Press handles together tightly until cutting edge penetrates top of can.
7. Holding handles in one hand, use other hand to turn key, turning away from body. (Can will be rotating on table as key is turned.)
8. Cut all the way around top of can; listen for 'snapping' sound which indicates lid is separated from can.
9. Remove opener by releasing pressure on handles.
10. Lay opener on table.
11. Lift lid from can. (With one finger, locate top rim of can, press lightly downward forcing opposite side upward. With other hand holding can, move slowly up side until raised lid is located. Very carefully, with thumb and first two fingers, lift lid upward and away from can.)
12. Dispose of lid in designated safe place.

XVIII. OPENING CAN WITH STANDARD CAN OPENER:

A. Proper procedure for using standard can opener (example, juice can).
   1. Place juice can on counter.
   2. Hold can securely in one hand.
   3. With other hand, pick up standard can opener.

4. With opener in hand, find top rim of juice can.
5. Place bottom lip of opener on edge of can.
6. Raise handle of opener and, using pressure, puncture lid with "V" shaped prong on opener.
7. Remove opener from can.
8. With one hand, rotate can one-half turn.
9. Repeat same procedure using steps 2 through 7.

XIV. OPENING CAN WITH ELECTRIC CAN OPENER:

A. Proper procedure for using electric opener.

1. Keep electric can opener in designated place, preferably on counter top.
2. In one hand, pick up can to be opened.
3. With other hand, lift handle which in turn lifts cutting edge of opener.
4. Place top rim of can under cutting edge of opener.
5. While holding can under blade, press handle down until blade punctures lid of can.
6. Continue pressing handle down until lid separates from can. (Magnet will hold lid until it is ready to be disposed of.)
7. With one hand holding can firmly, raise handle releasing can from cutting blade.
8. Set can on counter.
9. Remove lid from magnet and dispose of in a safe place.

XV. CELLOPHANE BAGS AND WRAPPERS:

A. Bags.

1. Sandwich bags (from boxes).

a. Hold box in non-dominant hand.

b. If type of bag which comes in a roll, pull out to approximate length of bag.

c. Place box on table; hold roll with non-dominant hand and tug gently until bag separates from roll.

d. Some bags are already separated and packed in a pop-up type box. These bags can be pinched with thumb and index finger of dominant hand and pulled out one at a time.

2. Garbage and trash bags (from boxes).

a. Most of these types of bags are packed in pop-up boxes and can be removed like the sandwich bags mentioned above.

3. After the bag is taken from the box, hold the narrower end between fingers and slide fingers back and forth and feel with fingers of opposite hand if ends separate and bag opens. If one end does not open, try opposite end.

B. Food wrap.

1. Foil, wax paper, and Saran wrap.

a. Foil, wax paper, and Saran wrap all come in boxes.

b. Open the box and find raw, cut edge of wrap.

c. Holding box in non-dominant hand, pull out required length of wrap.

d. Close lid of box and hold shut firmly.

e. Get a firm hold on wrap with dominant hand and start pulling downward at one end of wrap progressing towards other end until wrap is severed from roll.

BARRIERS AND RAILING POSTS AND BEAMS OUT OF PUBLIC

To meet the needs of every child in the area of "Daily Living Skills," it is important that every individual must handle the child in a similar manner. To accomplish this goal, it is necessary to set up a school-wide set of short, concise rules which are available to all staff members. Each unit should set up rules for their particular age group, making copies available to other units.

I. ADJUSTMENT TO THE MOVEMENT:

A. Introduce the child to his room.

B. Explain the physical layout of the room.

C. Allow the child to explore the physical layout of the room.

D. Introduce the child to other staff members.

E. Introduce the child to the other children.

F. Explain the school rules to the child and penalty for breaking them.

G. Explain the unit rules and penalty for violating them.

II. HANDLING AND EATING FOODS:

A. Preparation for entering a dining room area.

1. Wash the hands and dry them well.

2. Have the hair combed and clothing neat.

3. Enter the dining room area and locate the table and chair.

4. Place one hand on the chair and with the free hand, determine its shape and whether it is occupied.

5. Remain standing if grace is to be said before everyone is seated.
6. Sit squarely in the chair, align the body with the edge of the table, and place the feet flat on the floor.
7. Pull the chair to the table.

B. Posture at the table.

1. Sit squarely in the chair with the shoulders straight and head up.
2. Always bring the food to the mouth instead of bending down to meet it.
3. Lean slightly toward the plate in case food drops from the spoon or fork.

III. DINING ROOM ARRANGEMENT:

A. Group children with problems together.
B. Allow children to progress from one table to another when their habits improve.
C. Provide each child with a spoon, fork, knife.

IV. TABLE ETIQUETTE:

A. Use of the napkin.

1. Locate the napkin either under or to the left of the fork or on the plate.
2. Unfold the napkin halfway and spread it across the lap.
3. Use the napkin to wipe lips during and after meals.

4. When being excused during a meal, leave the napkin to the left of the plate.
5. At the close of the meal, place the napkin on the table to the left of the dinner plate.

V. TABLE CONVERSATION:

A. Keep the conversation pleasant, avoid distasteful subjects, teasing, and quarreling.
B. Eat slowly and avoid talking with food in the mouth.
C. Avoid talking loudly, whistling, singing, or drumming at the table.

VI. GENERAL RULES OF ETIQUETTE:

A. Enter and leave the dining room gracefully.
B. Stand quietly in preparation for saying grace.
C. Never rest arms or elbows on the table.
D. Never finger or smell food on any plate.
E. Ask to have things passed if they are out of reach.
F. Avoid taking large pieces of food. Chew quietly with mouth closed.
G. Try to eat a little of everything, even if one does not care for it.
H. If it is necessary to use a handkerchief, turn the head away from the table when sneezing or coughing.

VII. TYPICAL PLACE SETTING:

A. After being seated, locate the dinner plate and appetizer dish directly in front of the body.

B. To the left of the dinner plate, going from the outside toward the plate, locate the salad fork and the dinner fork which is usually larger than the salad fork.

C. To the right of the dinner plate, going from the outside toward the plate, locate the soup spoon, teaspoon, and dinner knife (blade of knife should be turned in toward the plate).

D. Locate the water glass beyond the dinner knife.

E. Locate the salad bowl to the left of the forks.

F. Locate the cup and saucer to the right of the spoons.

G. Learn the location of all the items and their positions in relation to each other.

VIII. PROPER HANDLING OF UTENSILS:

A. Spoons.

1. Use spoons for such things as cereal, soft desserts, and soup.

2. To hold the spoon correctly, rest its handle on the middle finger with the thumb on top and the index finger on the side away from the body. The remaining two fingers curve in under the middle finger and act as a support.

3. Always hold the handle about three-fourths the distance from the bowl of spoon. Adjust distance according to spoon size.

B. Using a soup spoon.

1. Fill the spoon by gently placing it into the liquid at the edge of the soup bowl nearest the body. Push it gently through the liquid to the far edge of bowl. Upon reaching this side, slightly rotate the spoon toward the body to insure the spoon is not too full.
2. When lifting the spoon to the mouth, be sure the spoon is parallel to the table.
3. Never blow on liquids to cool them.
4. Always sip from the side of the soup spoon.
5. Never lift a soup bowl to the mouth.

C. Using a teaspoon.

1. Teaspoons are used when eating soft desserts and liquids other than soup.
2. If the dish contains fruit, slide the fruit against the side of the bowl to prevent it from slipping when it is being cut.
3. To prevent juice from splattering, consume it before the rest of the contents of the dish.
4. Use fork for any fruit served as a salad on a plate.

D. Fork.

1. Fork is held in the same manner as a spoon.
2. The tines of the fork should slightly point upward.
3. As a general rule, a fork is used for solid and semi-solid foods.

4. Salad forks are used with salads and appetizers and have smaller tines than a dinner fork.

IX. Child already has mastered use and description of table articles, and child is properly seated at table.

A. Locate entire place setting.

1. Find your napkin, silver, plate, glass, etc. with an easy movement of the left and right hands (one at a time) on the respective sides of setting.

2. Place napkin on lap with your left hand.

3. Relocate fork and take up to find food arrangement on plate.

4. Child can eat.

5. When finished, silver should be placed on plate for removal and serving of dessert.

6. Locate dessert spoon and proceed to eat.

7. Chewing properly with mouth shut.

8. Passing food around table.

9. Passing in one direction.

10. Bring food to mouth instead of bending down to get it.

11. Lean over plate so food is not dropped in lap or on table area.

12. Use of "Please" and "Thank You" at the proper times.

E. CUTTING AND SPREADING:

A. Orientation to the contents of the plate.

1. Using the edge of the plate as a point of reference, insert the tines of the fork in a perpendicular position into the food. Moving in a circular pattern, insert the fork at twelve o'clock, three, and six o'clock, identifying each type of food on the plate.

2. It is easier to cut meat if it is at the six o'clock position, or directly in front of the body.

II. CUTTING WITH A FORK:

A. Use a fork to cut soft foods such as vegetables, pancakes, meat loaf, etc.

B. Using the proper fork, extend the index finger along the right edge of the fork and place the thumb on the top surface of the handle. Turn the fork over on the left side so that the index finger is on the top edge and the thumb is on the left side of the fork. Grip the fork so that the end of the handle is against the middle of the palm and the knuckles of the fingers are on the top. Rotate the fork so that the tines are curving in toward the body and so that the thumb is also toward the body.

C. Anchor the plate with one hand, and using the edge of the plate as a point of reference, locate the corner or edge of the food with the back of the fork.

D. Using the back or edge of the fork, examine for the size of object to be cut.

E. Move the edge of the fork approximately one-half inch inward.

F. Using the lower edge of the fork and extending the index finger along the upper edge of the handle for pressure, cut down into the food.

G. Use a gentle back and forth rocking motion for more resistant foods.

H. Pull the cut portion away from the rest of the food.

I. Pick up the cut portion with the fork.

XII. CUTTING WITH A DINNER KNIFE:

A. Before cutting the meat, cut the vegetables around it to avoid crushing them.

B. Grasp the handle of the fork in the left hand with the tines downward so that the end of the handle is against the middle of the palm and the knuckles are on top. Extend the index finger along the top of the handle and the thumb along the side.

C. Hold the knife in the dominant hand the same as the fork for cutting. Be sure the blade is down.

D. Locate the edge of the meat with the back of the fork.

E. Move the fork about one-half the distance of the meat and insert the tines.

F. Use the fork as a reference point, cut around the fork from one side to the back, then to the other side in a half moon fasion.

G. Anchoring the main section of the meat with the knife, pull away the cut portion with the tines of the fork to make sure it is detached.

H. Keep the fork in the dominant hand and lift the cut portion to the mouth.

I. Cut only one piece of meat at a time.

J. When not using a knife, place it across the top of the plate with the blade facing the center of the plate.

XIII. BUTTERING OR SPREADING:

A. Locate the bread and butter dish above the dinner fork with the dominant hand and place bread or roll on it with the other hand.

B. Hold the butter knife in the cutting position and while holding the edge of the butter dish, use the knife to determine the size and shape of the butter.

C. Bring the side of the knife to the end of the butter and slide the cutting edge along the end of the butter and cut off desired portion.

3. Push the knife down with index finger till it makes contact with the plate.
3. Rotate the wrist so the butter is on the top side of the knife.
4. Keeping the butter on the top side of the knife, bring the knife to rest on the bread and butter plate. Then turn the knife and scrape the butter across the edge of the plate at the six o'clock position.
5. Break the bread and rolls into portions.

XIV. HANDLING SPECIFIC TYPES OF FOODS:

A. Seasonings.
1. Locate the seasonings with the exploration technique in the area around the plate or ask for them to be passed.
2. Learn to use salt and pepper.
a. Distinguish salt from pepper by the larger perforations in the salt shaker, or by smell, or by weight.
b. To shake salt and/or pepper, locate the plate with one hand and hold the palm of the hand above the food with fingers spread apart.
c. Shake the salt or pepper over the fingers to ascertain the amount used.
3. Learn to use Sugar.
a. Locate the sugar bowl in the same manner as the salt and pepper shakers.

b. Holding it in the non-dominant hand, bring it over the bowl or cup in which the sugar is to be placed.

c. Take the teaspoon in the dominant hand, keeping contact with the rim of the cup or bowl with a finger of the dominant hand.

d. Bring the sugar bowl to the spoon and lift the desired amount of sugar from the bowl while using a finger as a point of reference.

e. Place the sugar into the cup or bowl and stir until it is dissolved.

4. Learn to use condiments (ketchup, mustard, etc.)

a. Either locate the desired condiments or ask for it to be passed.

b. If it is in a bowl, bring the bowl close to the dinner plate and scoop the condiment with the spoon which is in the bowl. Using the index finger of the dominant hand as a guide to where it is to be applied, bring the spoon to this area. Turn the spoon over and apply the desired amount of the spice. Return the spoon to the bowl and return to the meal person.

c. If it is a squeeze bottle, turn the bottle so the spout is pointed downward directly over the area the condiment is to be

applied. Squeeze firmly and gently until the desired amount has been obtained. Be sure to place the bottle on the table right side up.

d. Condiments may be served in various ways, of which the above is an example.

B. Relishes.

1. Locate relishes. They are usually found in a bowl or plate in the middle of the table and are passed around.

2. Select the desired relish with the thumb and index finger and place it on the bread and butter plate.

3. Ask a waitress for assistance in locating a specific relish if more than one is available.

C. Desserts.

1. Cake is eaten with a fork.

2. Examine the sides of the cake with a fork to determine its size and shape, placing the edge or point of the cake toward the body.

3. Hold the plate firmly and locate the edge of the cake with the back of the fork. Lift the fork and move it beyond the edge one-half inch.

4. Cut one bite at a time with the edge of the fork.

5. Pie is cut with the edge of the fork in the same manner as cake.
6. Candies, cookies, and nuts may be eaten with the fingers.
7. Ice cream, jello, puddings, etc. are eaten with a spoon.
8. Ice cream when served 'a la mode' or beside pie or cake is eaten with a fork.

XV. POURING:

A. Learn first to pour from small containers such a soda bottles or pint containers, then quart, half gallon containers, pitchers, etc.

B. Become familiar with pouring spouts and their position relative to the cup or glass as far as direction and distance are concerned.

C. Practice pouring from and into many different kinds of containers.

D. Attempt pouring hot liquids only after mastering the pouring of cool liquids.

E. When learning to pour, be certain to keep the glass or cup stationary on the table.

F. If possible, rest the spout on the rim of the glass or cup to aid in pouring.

G. Hold the glass or cup near the top rim as one would when drinking, and hook the index finger over the rim to the first or second knuckle, depending on the amount of liquid desired in glass or cup.

H. Slowly pour the liquid into the glass or cup, taking care not to pour over the index finger.

I. Stop pouring when the liquid level reaches the tip of the index finger.

XVI. CLEARING THE TABLE:

A. Remove the main platter and serving dishes first, then begin with the individual plates. Keep them level so as not to spill their contents.

B. Remove a place setting from the left of the person beginning with the server or hostess. First, remove the dinner plate then the salad and bread and butter plates. Remove all dishes with the right hand and then transfer each to the left hand.

C. Do not remove glasses or cups and saucers until after the dessert has been finished.

D. Remove the dessert plates from the left, but to avoid reaching in front of the person, remove glasses and cups from the right.

E. Continue until the entire table is cleared of all dishes.

F. Never stack dishes, remove one or two at a time, depending on the number which can be handled easily.

G. Remove all condiments from the center of the table when everyone excuses himself.

XVII. RESTAURANT:

A. Entering the restaurant.

1. A man should remove his hat, take the lady's coat and his coat and check them if facilities are available.

2. If there is no checking facility for the coats, there may be hangers or hooks nearby; if so, the man should hang up the coats.

3. Some may prefer to take their coats with them to their seats. Having arrived at the table, remove the coat and spread it over the top of the chair.

B. Being seated.

1. At most restaurants, a hostess or head waiter greets guests as they arrive and shows them to their table.

a. When the gentleman is visually handicapped.

(1) One should ask to grasp the hostess' arm.

(2) As the gentleman places his hand on her arm, he should step back one step permitting his hand to slide to her elbow. This facilitates following her. As she stops at the table, he should ask her to place his hand on the back of the chair or edge of the table.

b. When both the lady and gentleman are visually handicapped.

(1) The lady should grasp the arm of the hostess, and the gentleman should grasp the arm of the lady, each being slightly behind the one in front.

(2) When stopping at the table, the gentleman should ask the hostess to place his hand on the back of a chair so he can seat the lady.

c. When only the lady is visually handicapped.

(1) She should grasp the gentleman's arm and walk one step behind him to the table. Upon reaching the table, he should place her hand on the back of the chair, and she should step to the left of the chair. The gentleman should pull out the chair and seat the lady.

(2) As he releases her arm, she should step to the left of the chair and he should take one step to the right which places him behind her chair. He should pull out the chair and give her enough time to get in a seated position. Then he should push the chair toward the table.

(3) If there is no hostess or waiter to help, the man should proceed the lady, find a table, pull out a chair, and seat her.

C. Reading the menu.

1. At the beginning of the meal, the waitress will bring menus and fill water glasses.

2. Ask someone at the table to read the menu.

3. If all diners are visually limited, when the menu is brought to the table, ask the waiter or waitress to read it and prices aloud. Ask questions as how the food is to be served as the menu is being read.

4. Different types of menus.

a. "a la carte" means each item on the menu has its own prices.

b. The total menu, "table d'hote," means everything is included in the price of the entree.

5. If the menu has many foreign dishes, ask the waitress about a few that are being considered. After the menu has been read, take a few moments to consider all of it.

a. If eating in a foreign restaurant, experiment. Try something unfamiliar.

b. When in an unusual area or setting, eat foods typical of that particular area.

c. The host or person paying for the meal may recommend something to indicate the general price range he is considering.

D. Ordering food.

1. Give the order to the waitress. The man should give the woman's order first, and then his order; or, if ordering for the whole table, everyone else's first, and then his own.

2. If one cannot pronounce the food desired, especially in a foreign restaurant, try to refer to it by its number, letter, or category listed on the menu.

3. Order dessert later, but tell the waitress whether coffee or tea is preferred during or after the meal.

4. Some restaurants leave order form on the table to be completed. After filling in everyone's order, give it to waitress. If this cannot be done by one's self, ask either the waitress or hostess for assistance.

E. Different methods of serving used by restaurants.

1. Angular meal.

a. Crackers, rolls, etc., and butter are on the table as appetizers which may be eaten while talking or waiting for a waitress.

b. Soup, tomato juice, and cocktails are also considered appetizers.

c. Salad may be served before or with a meal.

d. Formally, the main course is served next.

2. Smorgasbord or buffet.

a. Follow the flow of traffic around the table or counter to obtain one's choice of food. Selection usually begins with various salads and ends with fish and meat. It is expected that several trips will be made to the buffet table.

b. After primary selection, the individuals should take their silver and napkins from the buffet if there are no places already set up.

c. The waitress usually approaches the table and takes orders for the various beverages.

d. If additional food is desired, return to the buffet table and select clean plates, giving the waitress a chance to clear away the soiled ones.

F. After eating.

1. Place all utensils on the side of the plate, depending on the person's dominant hand.

2. Place the cloth or paper napkin neatly to the left of the plate.

3. Leave a tip which is approximately 15% of the total bill.
4. Slide the chair to the table after getting up.

C. Tipping.

1. At some banquets and dinner parties, there may be a small card on the table saying that gratuities have been taken care of by the dinner committee. Sometimes on the menu or on the check, the tip has already been included.
2. A waiter or waitress receives 15% (up to 20% now, depending on the restaurant) in round figures. If a waiter or waitress has been particularly helpful or performed a special service, leave a little more.
3. The tip should be left under the edge of the plate or next to the coffee cup.
4. If one is well known in a restaurant, he may tip the headwaiter. The amount of the tip will vary according to the restaurant.
5. To figure out the tip, move the decimal point in the total bill one place to the left, and divide that number in half. Add this second number to the first one, and the total will be 15% of the bill, the amount to be left for a tip.

H. Leaving the restaurant.

1. There is no need to be asked to be excused. When everyone is finished, all leave together.

2. If the coats have been checked, a $.25 tip should be left in the dish on the counter of the check room. This amount will depend on the restaurant or club. The man should help the woman on with her coat, then put on his own.

3. If the coat has not been checked, the man should pick up the coat, help the woman on with the coat, then put on his own.

XVIII. CAFETERIA:

A. Going through the cafeteria line and paying the bill.

1. Plan on going with a sighted person until one has learned the various routes and seating arrangements.

2. Learn the location of the trays, utensils, and napkins.

3. Locate where the line begins and where the tray is placed when sliding it along and selecting foods.

4. Often the food is served according to the courses of the meal with the salads first, main dishes and vegetables next, and desserts and beverages last.

5. Have the sighted person go through the line ahead so he can identify the foods available and their locations.
6. Arrow and rounds, as well as sensations of hot and cold, indicate where the various types of foods are located. If the server does not call out the dishes quickly enough, feel free to ask what type of food is available.
7. While sliding the tray along the rail, place the hands on the tray, one on one end to act as a guide and the other to keep it from hitting the tray ahead.
8. Use the edge of the tray as a point of reference in placing food on it.
9. Organize the tray similar to an individual place setting in order to keep track of where the things are and where the next item should be placed.
10. The cashier at the end of the line will indicate the amount of the bill.

B. Carrying a tray.

1. Pick up the tray and carry it close to the body at waist or chest level, whichever is more comfortable and easier to handle.
2. It should be held securely so that if bumped, the contents will not spill or fall from the tray.

3. The tray should be held with both hands at the center of the ends. The thumb should be on the top with the other fingers underneath the tray for support.
4. If the cafeteria is extremely crowded or its physical arrangement presents hazardous conditions, one should remain in the waiting area until the sighted companion returns and acts as a guide to the table.
5. Follow slowly behind a companion and carry on a conversation with him, using his voice as a guide.
6. Locate the chair by contacting it with the thigh.
7. Lower the tray carefully to make contact with the table. Place the tip of the tray just far enough on the table to hold it with one hand.
8. Use the free hand to brush across the area in front to determine if there is room for the tray.
9. If it is clear, slide the tray further onto the table.
10. Be seated and slide the tray to the side which seems to be clearest.
11. Remove the items systematically from the tray and arrange them as for a normal meal setting.

12. Removes the tray and places it with other trays in a section provided for them or leave it in a convenient place for the waitress to pick up.

13. Much practice is needed before trying to serve oneself and eat gracefully and comfortably in a cafeteria alone.

APPENDIX I: INDIVIDUAL STUDENT PROFILE

The Individual Student Profile provides a 'gross' assessment of each child's abilities in the area of daily living skills.

Using the information gathered from the gross profile, it is recommended that a more precise evaluation be made to determine specific priorities and the assigning of responsibilities according to Appendix II.

BASIC LIVING SKILLS - INSTRUCTIONAL STUDENT PROFILE

Student's Name:_____ Date:_____

Setting: Program:_____

Grade Rate in Following Areas:

Pre Post

1. Personal Activities

A. Toilet Training
1. Bowels (wet)
2. Urinating (wet)
3. Other Difficulties (be specific)
_____
_____
_____

B. Bathing
1. Washing Face and Hands
2. Tub Bathing
3. Shower Bathing
4. Drying
5. Other Difficulties (be specific)
_____
_____
_____

C. Dress for Upper

D. Dress for Lower

E. Dress for Shoes

F. Difficulties Approach for C, D, & E (be specific)_____
_____
_____

G. Shaving
1. Male
a. Face
b. Use of Razor
2. Girls
a. Under Arms
b. Legs
3. Other Difficulties in Shaving (be specific)_____
_____
_____

Yes	No	
____	____	E. Mouth Care: 1. Can apply Toothpaste on Brush 2. Can Brush Adequately, With Supervision 3. Can Apply Toothpaste and Brush Thoroughly 4. Other Difficulties_____ _____ _____
____	____	F. Feminine Hygiene: 1. Can Care for Self During Menstruation 2. Skills Across of Difficulty (Be very specific)_____ _____ _____
____	____	G. Hair Care and Styling 1. Washing Hair 2. Brushing Hair 3. Parting 4. Setting and Rolling 5. Combing and Arranging 6. Length of Hair 7. Tossing 8. Using Hair Trends, Sprays, etc. 9. Other Difficulties Related to Hair Care_____ _____ _____
____	____	H. Nail Care 1. Keeps Nails Out 2. Keeps Nails Clean 3. Other Difficulties_____ _____ _____
____	____	I. Using Accessories and Cologne 1. State Specific Difficulties_____ _____ _____
____	____	K. Making 1. Application 2. Lipstick (girls) 3. State Specific Difficulties_____ _____ _____

Yes No

II. Orientation and Mobility

___ ___ A. Travels in Cottage:

___ ___ B. Campus Travel
___ ___ 1. Travels with Help
___ ___ 2. Travels Alone

___ ___ C. General Posture
___ ___ 1. Erect
___ ___ 2. Slumped

___ ___ D. Other Apparent Difficulties Related to Travel_____
_____
_____

III. Dressing and Undressing

___ ___ A. Can Dress Self With Help

___ ___ B. Can Undress with Help

___ ___ C. Difficulties in Dressing and Undressing
_____
_____
_____

IV. Care For Personal Belongings and Maintaining Room

___ ___ A. Keeps Clothes Neat and Clean

___ ___ B. Can Use Hanger

___ ___ C. Cares For Shoes

___ ___ D. Makes Bed Daily

___ ___ E. Keeps Belongings in Proper Place

___ ___ F. Cleans and Tidies Room

___ ___ G. Can Pack Clothes and Belongings for Travel

Yes No

E. Handling and Eating Foods

___ ___ A. Has Good Posture at Table

___ ___ B. Can Use Good Manners

___ ___ C. Prefers Use of Utensils
___ ___ 1. Knife
___ ___ 2. Fork
___ ___ 3. Spoon

___ ___ D. Passes and Serves Food

___ ___ E. Can Use Condiments

___ ___ F. Pours Liquids

___ ___ G. Other Specific Problems in Eating
_____
_____
_____

VI. Socializing

___ ___ A. Makes Introductions

___ ___ B. Can Carry on Conversations

___ ___ C. Has General Social Courtesies

___ ___ D. Ability to Use Telephone

___ ___ E. Skills and Manners

___ ___ F. Blindisms, Facial Expressions and Gestures
___ ___ 1. Apparent Blindisms
___ ___ 2. Ability to Use Facial Expressions
___ ___ 3. Ability to Use Appropriate Gestures

APPENDIX II: ACHIEVEMENT LEVELS AND COTTAGE PARENT STAFF RESPONSIBILITIES

The contents of this manual have been assigned an optimum level of achievement: Primary, Intermediate, and Secondary. The reader is cautioned in assuming that each child will be at his appropriate level equaling his chronological age.

The specific living skills have also been divided into "most appropriate time for instruction" categories according to the work shifts of the cottage parent staff.

KEY

Level

P = Primary
I = Intermediate
S = Secondary

Cottage Parent Shift

A = 6:00-2:30
B = 1:30-10:00
C = 10:00-6:00

Level Shift

DIRECTION ONE: CARING FOR PERSONAL NEEDS

PART I: BATHING AND PERSONAL HYGIENE

P	I	S	
A,B			1. Toilet Training
A,B			2. Washing Face and Hands
A,B			3. Tub Bathing
A,B			4. Shower Bathing
A,B			5. Caring for Ears
A,B			6. Caring for Nose
A,B			7. Caring for Eyes
A,B			8. Using Deodorant
A,B			9. Feminine Hygiene
A			10. Shaving-Girls
A			11. Shaving-Boys
A,B			12. Dental Care

PART II: DRESSING AND UNDRESSING

P	I	S	
A,B			1. Fasteners
	A		2. Socks
	A		a. Boys
	A		b. Girls
	A		c. Nylons
	A		3. Girdles & Garter Belts
	A		4. Shoes - Selection
	A		5. Shirts, Blouses, Dresses that Button to Home, Cardigan Sweaters & Coats
A,B	A,B		6. Neckties
	A		7. Slacks
	A		8. Undergarments and Shorts
	A		9. Slips, Undershirts, Pullover Sweater, Pull on Skirts
A,B	A		10. Brassieres

Level Skill

SECTION TWO: HOME ECONOMICS & PERSONAL APPEARANCE

1. Hair Care & Styling
   a. Brushing
   b. Parting
   c. Hair Spray
   d. Setting and Rolling
   e. Tonics
   f. Washing
2. Makeup
3. Manicure
4. Use of Mirrors
5. Selection of Accessories & Fashion
6. Color Coordination of Clothing
7. Identifying Clothing
8. Posture

SECTION THREE: CARING FOR PERSONAL BELONGINGS AND MAINTAINING A NEAT ROOM

1. Keeping Clothes Neat & Clean
2. Using Lint Remover
3. Polishing Shoes
4. Use of Clothes Hanger
5. Folding Clothes
6. Making Other Clothing Repairs
7. Washing & Drying Clothes
8. Ironing
9. Putting Away Toys
10. Bed Making
11. Dusting

SECTION FOUR: RECREATION

1. Introductions
2. Conversations
3. Telephone Skills
4. Dialtone, Postal Operations and Services
5. Social Activities
6. Dating

Level Shift

ADDING FIVE: PERFORMING HOUSEHOLD CHORES

1. Washing & Drying Dishes
2. Use of Dishwasher
3. Dusting and Polishing of Furniture
4. Cleaning Floors and Carpeting
5. Using a Dry Mop
6. Wet Mop
7. Washing Floors
8. Cleaning Bathroom
9. Refrigerator & Freezer Compartments
10. Ovenize (Like)
11. Soap Top Items
12. Stove or Like
13. Cooking Items
14. Cooking Mix Cookies
15. Gas Ignitors
16. Dishpans Bags & Wrappers

ADDING SIX: HANDLING & EATING FOODS AND DINING OUT IN PUBLIC

1. Table Etiquette
2. Tipping & Ordering
3. Handling Specific Types of Foods
4. Restaurants
5. Menus
6. Tipping